

# Deansfield Primary School

## Year Group FS2

### Curriculum Overview 2017– 2018

Subject	Autumn 1 Whole School Focus: Cultural art  <b>Zoo Ourselves and our world</b>  PHSCE Core Values: Respect and Creativity Co-operation	Autumn 2  <b>Space, light and dark Traditional tales Christmas Festivals/Celebrations</b>  PHSCE Core Values: Responsibility Kindness	Spring 1 Whole School Focus: Scientist  <b>Homes around the world</b>  PHSCE Core Values: Trust Fairness	Spring 2  <b>Superheroes Our bodies</b>  PHSCE Core Values: Fairness Positivity	Summer 1 Whole School Focus: Story  <b>Dinosaurs</b>  PHSCE Core Values: Individuality Honesty	Summer 2  <b>Water Mini beasts</b>  PHSCE Core Values: Confidence Enjoyment
Personal, Social and Emotional Development PSED	<b>Living in the wider world:</b> settling into a new classroom. Setting routines and expectations Families and friends	<b>Positive relationships at school:</b> belonging/celebrating similarities and differences <b>Living in the wider world:</b> awareness of the beliefs of other people	<b>Relationships:</b> trusting others  Awareness of the consequences of actions	<b>Relationships:</b> Turn-taking, playing co- operatively and solving conflict	<b>Relationships:</b> Honesty Awareness of self- responsibility	<b>Health and well-being:</b> Self confidence in groups Preparing for transition to Year 1
	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>• Can play in a group with friends suggesting ideas.</li> <li>• Has a good relationship with peers and familiar adults.</li> <li>• Confidently initiates conversations with unfamiliar adults and is able to compromise in social situations.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b></p> <p><b>Self-confidence and awareness:</b></p> <ul style="list-style-type: none"> <li>• Can initiate an interaction with other children.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Selects and uses own resources, asks for help and is confident to interact with others.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions and when they do or don't need help.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p> <p><b>Managing Feelings and behaviour:</b></p> <ul style="list-style-type: none"> <li>• Is able to adapt behaviour to changes in a familiar routine.</li> <li>• Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.</li> <li>• Is able to negotiate with peers, recognise and adapt their behaviour to different situations.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</b></p>					
Communication and Language	<p><b>Class discussion skills</b>          Opportunities to discuss themselves/families/past events</p>	<p><b>Projecting the voice</b></p>	<p><b>Collaborative communication</b>          Think, Pair, Share          Asking questions – how, why?</p>	<p><b>Past tense</b>          Describing events using past tense accurately</p>	<p><b>Language of position</b>          Following/giving instructions</p>	<p><b>Questioning</b>          Asking/responding to how/why questions</p>
	<p><b>Listening and Attention:</b></p> <ul style="list-style-type: none"> <li>• Anticipates key events and phrases in rhymes and stories.</li> <li>• Listens to others and stories in small groups.</li> <li>• Is able to retell simple stories.</li> <li>• Maintains attention and concentration when listening to others.</li> <li>• Is able to respond to stories asking questions and making comments.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Follows instructions without visual cues.</li> <li>• Can describe how they carried out an activity or made a model.</li> <li>• Understands simple who, what, where, questions.</li> <li>• Understands 'how' and 'why' questions.</li> <li>• Can respond to instructions with two or more parts.</li> <li>• Is able to demonstrate understanding in their conversations with others by responding appropriately.</li> </ul>					

**Early Learning Goal**  
**Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.**

**Speaking:**

- Can answer simple questions about themselves.
- Can make plans and describe them to others.
- Uses talk to retell events and simple stories, asks questions.
- Uses past, present and future tenses accurately.
- Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events.
- Is able to express themselves using extended language, for example by utilising connectives or added details.

**Early Learning Goal**  
**Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**

Physical	<p><b>Developing fine motor skills</b>          Developing independence          Developing awareness of safety in different places          Managing self care</p>	<p><b>Dance</b>          PE: Travelling</p>	<p><b>Ball skills</b></p>	<p><b>Gym</b>          Using gym equipment          Using bikes</p>	<p><b>Ball games</b>          Using bikes</p>	<p><b>Athletics</b>          (Sports Day)          Using bikes</p>
	<p><b>Moving and Handling:</b></p> <ul style="list-style-type: none"> <li>• Uses cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle.</li> <li>• Able to turn the pages of a book.</li> <li>• Moves with confidence in a range of ways, negotiating space and is able to use one-handed equipment.</li> <li>• Moves in different ways, is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p> <p><b>Health and self care:</b></p> <ul style="list-style-type: none"> <li>• Is aware of their safety and manages risk with support.</li> <li>• Is dry and clean during the day and manages own basic hygiene.</li> <li>• Is aware of their own and others safety and how to manage risk when facing new challenges.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>					

Literacy	<p>Key Texts: Owl babies The large family – five minutes peace Giraffes can't dance Monkey puzzle Dear zoo</p>	<p>Key Texts: Scared of the dark How to catch a star The way back home The blackest hole in space</p>	<p>Key Texts: Mama Panyan's pancakes Handa's surprised Overlap to link topics SP1SP2</p>	<p>Key Texts: Handa's surprise Elliot midnight superhero Funny bones A piece of cake</p>	<p>Key Texts: How to grow a dinosaur Cave Baby Dinosaurs love underpants</p>	<p>Key Texts: Dear Greenpeace The singing mermaid The snail and the whale The tadpoles promise</p>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Plays with rhyming words, sounds and alliteration.</li> <li>• Hears and says some letters from their own name.</li> <li>• Knows that print carries meaning and knows how to handle books.</li> <li>• hears and says initial sounds in words.</li> <li>• Recognises familiar signs and labels</li> <li>• Links sounds to letters, sounding the letters of the alphabet.</li> <li>• Can blend CVC words.</li> </ul> <p><b>Early Learning Goal</b> <b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Recognises and writes some letters from their own name.</li> <li>• Engages in making 'messages' for others from their pictures, paintings and in their play.</li> <li>• Uses groups of letters or letter like shapes when writing.</li> <li>• Ascribes meanings to marks they make.</li> <li>• Can segment CVC words and use appropriate letters to represent sounds.</li> <li>• Writes for different purposes.</li> </ul> <p><b>Early Learning Goal</b> <b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelled correctly and others are Phonetically plausible.</b></p>						
Maths	<p><b>Numbers to 10</b> Shapes in the environment</p>	<p><b>Numbers to 10</b> Comparing numbers and objects Calculating and recording through pictures</p>	<p><b>Numbers to 15</b> Presenting data Ordinal numbers</p>	<p><b>Measuring in non-standard units</b> Time Numbers to 20, recording</p>	<p><b>Numbers to 20</b> Doubling and halving Days of the week Position (Rosie's Walk)</p>	<p><b>Numbers to 20</b> Number bonds Counting on on a number line Measuring – capacity</p>
<p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li>• Recites numbers in order to 10.</li> <li>• Recognises numerals of personal significance.</li> </ul>						

- Uses graphic representations to record number explorations in pictures and mark making.
- Counts at least four objects.
- Is confident in counting and recognising numerals 0-20
- can say one more or less than a given number
- add and subtract using single digit numbers.
- Is confident to order and ascribe using 0-20

**Early Learning Goal**  
**Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**

**Shape, Space and Measure:**

- Is able to name simple geometric shapes.
- Uses the properties of shape to express ideas, design and build.
- Describes, recognises and makes comparisons between geometric shapes in the environment.
- Using everyday language to describe patterns in nature or urban environments.
- Is able to use comparative mathematical language, ordering 2 items by weight, size and capacity.

**Early Learning Goal**  
**Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**

Understanding the World

<b>Personal Celebrations:</b> Birthdays, Eid, Bonfire Night	<b>Diwali</b> Christmas	<b>Chinese New Year</b> Polar regions	<b>Seasonal change</b> Town Mouse/Country Mouse	<b>Comparison with other cultures</b> Bugs and habitats	<b>Rivers/Water settings</b>
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**People and Communities:**

- Understands that different people perform different roles.
- Knows how specific customs are celebrated within their own culture.
- Shows awareness of different ways of life.

**Early Learning Goal**  
**Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.**

**The World:**

- Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world.
- Looks closely at similarities, differences, patterns and change.
- Knows that living things grow and die.

	<p><b>Early Learning Goal</b>  <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p> <p><b>Technology:</b></p> <p>Uses technologies, with support, to find out more about the world around them.</p> <ul style="list-style-type: none"> <li>• Completes a simple programme on a computer with support.</li> <li>• Uses ICT hardware to select a programme and open and operate it independently.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>					
Expressive Arts and Design	<p><b>Self portraits</b>          Developing independence in selection of materials and using equipment</p>	<p><b>School performance</b></p>	<p><b>Musical instruments</b>          from around the world (Music Man)          Chinese symbols, mark making</p>	<p><b>3D construction</b>          A House For Mouse</p>	<p><b>Mini beasts and bugs</b></p>	<p><b>Sea creatures/artists</b>          Rivers travel and water</p>
	<p><b>Exploring and using media and materials:</b></p> <ul style="list-style-type: none"> <li>• Constructs with a purpose in mind using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Being imaginative:</b></p> <ul style="list-style-type: none"> <li>• Uses a resource or material in a different way, showing intent as they do so.</li> <li>• Plays co-operatively as part of a group to develop and act out a narrative.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>					
Forest School	<p><b>Exploring the site,</b>          Safety expectations, using tools</p>	<p><b>Celebrations</b>          Light and dark</p>	<p><b>Local environments</b>          Country/town settings</p>	<p><b>Habitats</b></p>	<p>Bug hunts</p>	<p>Rivers</p>

