

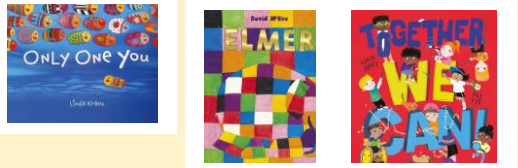




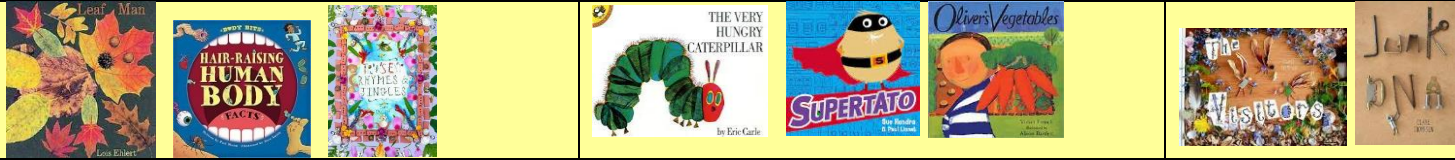



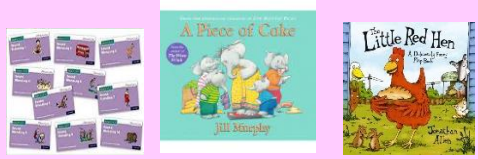


## Lacewood Primary School Foundation Stage Curriculum Overview - Willow Class (FS2)

Area/Key Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Personal, social and emotional development</b></p> <p>BR - Building Relationships MS - Managing Self SR - Self-Regulation</p> 	<p>BR - To understand power and responsibility, consequences and contexts in relationships with others - (Thrive Power and Identity, role modelling how to use power in relationships, helping the child to learn responsibility for their behaviour) MS - To learn strategies and develop a positive mindset to enable them to overcome difficulties and problems with resilience. (learning buddies) MS - To learn the importance of healthy practises including managing our physical, hygiene, dietary and mental needs. (SCIENCE) SR - To discuss and find out about the consequences of behaviours and actions on other people's feelings.</p>	<p>BR - To begin to recognise that each person is an individual and the importance of celebrating and respecting each other's individuality. (RE) MS - To sensitively discuss the similarities and differences between themselves and others in terms of likes, interests, preferences etc. (RE) MS - To begin to be aware of the impact of prejudice and discrimination. (RE) MS - To learn how to value and celebrate each others' skills, talents, abilities and what makes us all unique. SR - To understand and recognise that people may have different perspectives, ideas and needs. (RE)</p>	<p>BR - To help children distinguish between fantasy and reality. MS - To recognise that they belong to a range of different communities and social groups. (RE) MS - To begin to be aware of the impact of prejudice and discrimination. SR - To understand a wider range of feelings such as excitement, guilt, self-doubt etc. SR - To learn strategies to identify and manage their own feelings socially and emotionally</p>	<p>My World (RE) Forming relationships Exploring boundaries/ learning the rules/expectations Bucket Filling/kindness</p>	<p>Special Times (RE) What makes me special? All about me - goals and aspirations Teamwork and co-operation</p>	<p>Special Places (RE) Feelings</p>
Core Books						
Key Experiences	<p>Adults playing alongside groups of children to support and model strategies and facilitate problem solving. Managing basic self-care needs e.g. hand washing, teeth cleaning, healthy snacks etc. Ensure children have the opportunity to explore and consider making healthy choices - ensure this choice isn't pre-made for them. (e.g. parents make their packed lunch, teachers only provide healthy snacks etc. Provide a range of other experiences) VRFs consistently employed by adults to help children calm, regulate and recognise the physical sensations attached to many emotions. Expressing and exploring different feelings in a safe environment.</p>		<p>Visits and visitors from and around the local community. Opportunities to share talents and skills and celebrate achievements. Celebrating important milestones/achievements e.g. toileting independently dressing after PE independently etc. Chances for children to share and celebrate the things that make them special/unique. Theme days, show and tell, sharing table etc.</p>		<p>Social stories - drama and role play to enact and re-enact different scenarios. Puppets etc. Lots of opportunity to solve problems and meet challenges added into provision.</p>	
<p><b>Communication and Language</b></p> <p>LA - Listening, attention and Understanding S - Speaking</p> 	<p>LA - To learn new vocabulary - mainly tier 2 linked to stories, books, topics and themes and new experiences. LA - To understand how to listen carefully and why listening is important. S - To use language to recreate roles and experiences. S - To extend their spoken vocabulary, exploring the meaning of new words.</p>		<p>LA - To listen to familiar stories, poems, rhymes and non-fiction texts with increasing attention and recall, new knowledge and vocabulary. LA - To listen and respond to ideas expressed by others in discussion. (RE) S - To re-tell familiar stories and rhymes in sequence and in detail, using some key phrases from the story/rhyme. S - To use connectives and speak in well formed sentences.</p>		<p>LA - To listen and respond to ideas expressed by others in discussion. LA - To begin to understand how/why/who/when/where questions. (RE) S - To understand how to ask and answer who/what/when/why questions. S - To use talk to organise and clarify their thinking, ideas and feelings and to work out problems. (RE)</p>	
Popular Themes/Topics	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. Summer term - children creating their own stories/books (FS2) Core stories</p>		<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. T4W - using storymaps to re-tell familiar stories. Same and different</p>		<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. Summer term - children creating their own stories/books (FS2)</p>	




## Lacewood Primary School Foundation Stage Curriculum Overview - Willow Class (FS2)

	Traditional Tales	New experiences e.g. hatching chicks, growing butterflies, Visits out and visitors in etc.	Stories - creating narratives (character, setting plot etc. Tales Toolkit)
Core Books			
Key Experiences	<p>Concept Cat (Fsl) activities. See manual</p> <p>Story maps and Talk For Writing Strategies employed with core stories and rhymes.</p> <p>Rhymetime (Fsl)</p> <p>10 core stories - read regularly to all the children and linked small world and drama props.</p> <p>Elklan assessment used throughout FSI to assess and target children falling behind as soon as possible.</p> <p>Blanks level questions - used in line with Elklan assessments in FSI, used as reading journals for FS2 library books.</p>	<p>Songs and thymes linked to topics and themes.</p> <p>Makaton signs used to support children with Speech and Communication issues as needed</p> <p>Circle times and other listening games to model and practise listening and responding courtesies (e.g. Ros Bayley Beat Babies etc.</p> <p>Introduce the children to helicopter stories.</p> <p>Tales toolkit used to identify familiar stories and modelled by adults to retell stories alongside story maps (T4W)</p>	<p>Helicopter Stories - modelled and supported in FSI, developed in FS2.</p> <p>Tales Toolkit to create their own narratives and storylines to change an element in a known story.</p>
<p><b>Physical Development</b></p> <p>GM - Gross Motor Skills</p> <p>FM - Fine motor Skills</p> 	<p>GM - To travel and move in different ways including: rolling, crawling, walking, jumping, running, hopping, skipping, climbing and balancing.</p> <p>GM - To further refine ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>FM - To create shapes, images, patterns and pictures using hand-held drawing and mark making tools.</p> <p>FM - To form recognisable, correctly formed letters.</p>	<p>GM - To develop overall body strength, co-ordination, balance and agility through dance, gymnastics and sport.</p> <p>GM - To learn how to travel safely and with confidence around, over, under, over and through balancing and climbing equipment.</p> <p>FM - To develop core muscle strength and a good posture for sitting.</p> <p>FM - To understand the importance of and to further refine and develop finger/hand dexterity and agility.</p>	<p>GM - To further refine ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>GM - To understand the different factors that support their overall health and well-being (regular physical activity, healthy eating, toothbrushing, sensible screen time, good sleep routines and safety measures.)</p> <p>GM - To develop overall body strength, co-ordination, balance and agility through dance, gymnastics and sport.</p> <p>FM - To develop the foundations of a handwriting style that is effective and efficient.</p> <p>FM - To learn a wide range of techniques to develop their fine motor control skills using a range of tools.</p>
Popular Themes/Topics	<p>Concept vocabulary - positional language</p> <p>Sporting events such as The Olympics, World Cup etc.</p> <p>Transient art/Loose parts play</p> <p>Exploring materials</p>	<p>Healthy eating - The Hungry Caterpillar story.</p> <p>Growing and Changing/My Body</p> <p>Sporting events such as The Olympics, World Cup etc.</p> <p>Design and create activities.</p>	<p>Summer - sports day, more outdoors time - appropriate weather for games.</p> <p>Sporting events such as The Olympics, World Cup etc.</p> <p>Collage and sculpture activities. (Link to C and L creating stories themes)</p>
Core Books			
Useful Experiences	<p>Open ended Materials for children to create their own balancing beams and obstacle courses to climb over, on, through etc.FS2 PE lessons utilising the hall to teach specific skills and to use the equipment.</p> <p>Balls and other items to develop throwing and catching skills e.g. bean bags, koosh balls, sponge balls etc for outdoor provision.</p> <p>Finger gym and dough disco activities.</p> <p>PE lessons (FS2) and other opportunities to practise and develop dressing/undressing e.g. outdoors.</p>	<p>Games area for outdoor - to support children in exploring, creating and sports and competitive games.</p> <p>Handwriting practise activities (FS2)</p> <p>Digging and mark making outdoors.</p> <p>PE lessons (FS2) and other opportunities to practise and develop dressing/undressing e.g. outdoors.</p>	<p>FS2 PE lessons utilising the hall to teach specific skills and to use the equipment.</p> <p>Balls and other items to develop throwing and catching skills e.g. bean bags, koosh balls, sponge balls etc for outdoor provision.</p> <p>Games area for outdoor - to support children in exploring, creating and sports and competitive games.</p> <p>Handwriting practise activities (FS2)</p> <p>Digging and mark making outdoors.</p>




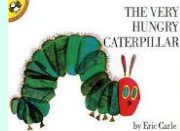

## Lacewood Primary School Foundation Stage Curriculum Overview - Willow Class (FS2)

<p><b>Literacy</b> (RWI driver)</p> <p>WR - Word Reading C - Comprehension W - Writing</p> 	<p>WR - To know the sounds associated to letters/phoneme/graphemes (set 1 sounds, followed by set 2 and set 3) WR - To segment the sounds in simple words and blend them together to hear the word. C - To re-invent or re-enact familiar stories. C - To learn new vocabulary and forms of speech from stories, poems and non-fiction texts. W - To form lower-case letter correctly W - To spell words by identifying the sounds and then writing the sounds with letters/graphemes.</p>	<p>WR - To segment the sounds in simple words and blend them together to hear the word. WR - To segment and blend the sounds in words to read the word - using phoneme/grapheme. WR - To read some high frequency words/common exception words. C - To describe story settings, characters and events in detail. C - To learn about the features of a text that influence fluency and expression. e.g. speech marks, speech bubbles, exclamation marks, bold print etc. C - To re-invent or re-enact familiar stories. W - To spell words by identifying the sounds and then writing the sounds with letters/graphemes. W - To form lower-case letter correctly</p>	<p>WR - To read simple phrases, sentences and texts made up with known letter-sound correspondences and some common exception words. WR - To re-read texts to build up word reading accuracy, confidence, fluency and expression. C - To recall and discuss stories or information that has been read to them, that they have heard or that they have read for themselves. W - To write short sentences with words with known letter-sound correspondences, using a capital letter and full stop. W - To spell words by identifying the sounds and then writing the sounds with letters/graphemes.</p>
<p>Popular Themes/Topics</p>	<p>RWI Phonics Big books linked into a relevant theme/topic/season Story boxes - display the book and related small world and other materials to help children play with stories. Link to Physical Development Outdoors - opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc.</p>	<p>RWI Phonics Story-telling - helicopter stories etc. Poem of the week or focus poem activity. Story boxes - display the book and related small world and other materials to help children play with stories. Link to Physical Development Outdoors - opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc.</p>	<p>RWI Phonics Treasure hunts/clues Story boxes - display the book and related small world and other materials to help children play with stories. Summer term - use common themes to support FS2 pupils to apply their writing skills independently to record sentences e.g. recounting a trip, plant growing diaries, story writing etc.</p>
<p>Core Books</p>			
<p>Useful Experiences</p>	<p>Daily structured phonics lessons for FS2 One to one or small group extra practise to consolidate phonic knowledge for pupils as and when needed to ensure they all keep up. (fs2) Access to plentiful rhymes, poems and songs. Repeated experiences. Hearing words with segmented sounds - fred talk throughout the day. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Adult support handwriting lessons - beginning with letter patterns and progressing to letter formation/sizing/orientation. Martin Harvey Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.</p>	<p>Daily structured phonics lessons for FS2 One to one or small group extra practise to consolidate phonic knowledge for pupils as and when needed to ensure they all keep up. (fs2) Access to plentiful rhymes, poems and songs. Repeated experiences. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Supported drama activities e.g. freeze framing, hot seating etc. Adult support handwriting lessons - beginning with letter patterns and progressing to letter formation/sizing/orientation. Martin Harvey Opportunities for children to see purposeful writing for a wide range of contexts. Word building activities Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.</p>	<p>Daily structured phonics lessons for FS2 One to one or small group extra practise to consolidate phonic knowledge for pupils as and when needed to ensure they all keep up. (fs2) Access to plentiful rhymes, poems and songs. Repeated experiences. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Supported drama activities e.g. freeze framing, hot seating etc. Materials to enable children to create their own stories and narratives. Visits to the theatre, visiting theatres, story-tellers, Sundown Adventure Land, the cinema etc. Experiences that bring stories to life. Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.</p>

## Lacewood Primary School Foundation Stage Curriculum Overview - Willow Class (FS2)

<p><b>Mathematics</b> (White Rose driver)</p> <p>N - Number P - Pattern</p> 	<p>Sorting and matching Pattern Representing and comparing 1, 2, 3</p>	<p>Composition of 1, 2, 3. Circles and triangles, positional language. Representing numbers to 5. 4 sided shapes. Time</p>	<p>Composition of 5. Representing and composition of 6, 7, 8, 9, 10. Simple calculation + and - with numbers to 10. Describing shapes. Record using marks they can explain.</p>	<p>Solve problems involving shapes, time, money and measures. Exploring numbers to 20. Noticing patterns in shapes and numbers. Doubling and halving numbers to 10.</p>
<p>Popular Themes/Topics</p>	<p>Whole class counting times e.g. lining up, registration etc. Numberblocks Snack time/party time - sharing foods Our local area/Geography STEM challenges Treasure maps/pirates Autumn/Winter colours and patterns links</p>			
<p>Core Books</p>				
<p>Useful Experiences</p>	<p>Counting objects, actions and sounds Real-life contexts to count and compare e.g. self-registration, story votes, surveys, lunch orders etc. Pictures that show numbers represented in different ways and support subitising e.g. ten frames to indicate how many people can play here etc. Numberfun songs Opportunities to see numbers represented in different ways e.g. ten frames, part/whole models, number tracks etc. Problem solving and challenge tasks made available. Open-ended materials that enable children to use and apply their learning, post patterns and make connections. STEM Making links to other themes and topics - e.g. Autumn leaves/patterns, Natural materials/sorting etc. Resources that enable children to play and explore a range of shapes, sizes, capacities and measures within their play e.g. modular blocks, containers in the water etc. Barrier games Access to maps, plans, globes, routes, Google Earth etc. Identifying familiar routes and landmarks. Visits around the local area to identify landmark features.</p>			
<p><b>Understanding the world</b></p> <p>PCC - People, Culture and Community PP - Past and Present NW - The Natural World</p> 	<p>PCC - To find out about some of the ways different people, from the local community and wider world, celebrate special times in different ways. (RE) PCC - To find out about the similarities and differences between how different people celebrate special times. (RE) PP - To talk about and describe the people from their family and community, who are familiar to them, in detail. PP - Through artefacts, stories, pictures and non-fiction materials, to find out about the features of some people's lives in the past and compare how things are similar or different today. NW - To use their senses to explore and describe the natural world around them using new vocabulary. (SCIENCE) NW - To observe and describe similarities, differences, patterns and change in nature. (SCIENCE) NW - To understand the effect the changing seasons has on the environment around them. PCC - To find out about different communities and lifestyles from the wider world using stories, non-fiction books, photographs, technology, maps, globes and atlases. (GEOGRAPHY) RE - My World</p>	<p>PCC - To understand that different people have different interests, beliefs, customs or lifestyles and to treat these with sensitivity and respect. (RE) PP - To talk about past and present events in their own lives and those of people familiar to them. (SCIENCE) (HISTORY) NW - To observe and describe similarities and differences in relation to objects, places, materials and living things. (SCIENCE) NW - To make observations of plants and animals, consider why some things occur and describe the changes they notice. (life cycles, endangered etc.) (SCIENCE) NW - To talk about and describe the features of their immediate environment and how environments might vary from one another. (GEOGRAPHY) RE - Special Times</p>	<p>PP - Through artefacts, stories, pictures and non-fiction materials, to find out about the features of some people's lives in the past and compare how things are similar or different today. (HISTORY) NW - To find out about some of the impact humans can have on the environment. (SCIENCE/GEOGRAPHY) NW - To understand the effect the changing seasons has on the environment around them. (SCIENCE) PCC - To find out about the similarities and differences between special places for different people in the local community and wider world. (RE) RE - Special Places</p>	
<p>Popular Themes/Topics</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. Ourselves/All about me The seasons</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. Special people/ Special times/Festivals The seasons</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. The seasons Changes</p>	

## Lacewood Primary School Foundation Stage Curriculum Overview - Willow Class (FS2)

		Changes Growing and Changing Animals, plants and life cycles.	The environment
Core Books	  	  	  
Useful Experiences	<p>Visits and visitors that represent different cultures, communities or religions.</p> <p>Visual resources and artefacts to help children to experience different cultures and religions e.g. videos, photographs etc.</p> <p>Particularly of cultures that they may not experience within their locality.</p> <p>Props and materials to enable children to explore and play with the experiences they are learning about e.g. people who help us, small world, role play etc.</p> <p>Outdoor classroom - experiences to observe and explore the natural environment.</p> <p>Changing materials tasks such as baking, clay, gloop etc.</p>	<p>Visits and visitors that represent different cultures, communities or religions.</p> <p>Helping children to be aware of global/worldwide events e.g. The Olympics.</p> <p>Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc.</p> <p>Outdoor classroom - experiences to observe and explore the natural environment.</p> <p>Recycling measures, and information about recycling.</p> <p>Opportunities to experience life cycles in action - chick hatching, butterflies, frogs etc.</p> <p>Opportunities to observe real animals - meet a creature, pet visits, farm animal visits, minibeast hotels etc.</p> <p>Planting and growing opportunities.</p>	<p>Visits and visitors that represent different cultures, communities or religions.</p> <p>Walk around the locality or photos of, special places to the children in their locality.</p> <p>Visits to places of interest around the community e.g. local church, care home, supermarket etc. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc.</p> <p>Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc</p> <p>Outdoor classroom - experiences to observe and explore the natural environment.</p> <p>Recycling measures, and information about recycling.</p> <p>Opportunities to experience life cycles in action - chick hatching, butterflies, frogs etc.</p> <p>Opportunities to observe real animals - meet a creature, pet visits, farm animal visits, minibeast hotels etc.</p> <p>Planting and growing opportunities.</p>
<p><b>Expressive arts and design</b></p> <p>CM - Creating with Materials</p> <p>BIE - Being Imaginative and Expressive</p> 	<p>CM - To create representations of imaginary and real-life ideas, events, people and objects. (ART)</p> <p>BIE - To sing in a group increasingly matching pitch and following the melody. (MUSIC)</p> <p>BIE - To create and develop a sequence of actions, gestures and sounds in response to stories. (MUSIC)</p> <p>BIE - To engage in music making and dance as part of a group. (MUSIC)</p> <p>CM (DT) To use their increasing understanding of a variety of techniques, materials, tools and processes to develop their own ideas and communicate their understanding. (DT)</p>	<p>CM - To understand how artists communicate working theories, feelings and understandings through dance, drama, music and the visual arts. (ART/DT)</p> <p>CM - To create representations of imaginary and real-life ideas, events, people and objects. (ART)</p> <p>BIE - To sing in a group increasingly matching pitch and following the melody. (MUSIC)</p> <p>BIE - To create and develop a sequence of actions, gestures and sounds in response to stories. (MUSIC)</p> <p>BIE - To engage in music making and dance as part of a group. (MUSIC)</p> <p>BIE - To listen attentively to music, watch dance and performance art and talk about their feelings and responses. (MUSIC)</p>	<p>CM - To build on prior learning and refine and develop their use of materials and tools - paint, pencils, pens, chalks, paper, card, fabric watercolour painting, observational drawing (link to UTW NW), transient art, collage and sculpture etc. (ART/DT)</p> <p>BIE - To make music in a range of ways, (playing with sounds, following a beat etc.) (MUSIC)</p> <p>BIE - To listen attentively to music, watch dance and performance art and talk about their feelings and responses. (MUSIC)</p>
Popular Themes/Topics	<p>Frank Bowling</p> <p>Jonathan Lawes</p> <p>Kandinsky</p> <p>The Seasons - Autumn/Winter</p> <p>Observational drawing - portraits and animals</p> <p>Christmas, Bonfire Night, Halloween</p> <p>Storymaps</p> <p>Colour and Pattern</p>	<p>Andy Goldsworthy</p> <p>Matisse</p> <p>Construct and collage with a purpose</p> <p>Observational drawing and landscapes</p> <p>Thematic and seasonal songs</p> <p>Colour and Pattern</p>	<p>Georgia O'Keeffe</p> <p>Access art -Watercolour techniques.</p> <p>Transient Art</p> <p>Sculpture/Box modelling</p> <p>Creating and responding to music and song.</p> <p>Recycling materials (for art)</p> <p>Sea life - underwater creatures.</p>
Core Books	  	  	  
Useful Experiences	<p>Experience of how expert artists develop and express their chosen materials and techniques - visits or videos (Access art)</p> <p>Adults modelling different techniques and making children aware of the various possibilities of different media</p>		

## Lacewood Primary School Foundation Stage Curriculum Overview - Willow Class (FS2)

	<p>Access to a range of materials and tools to enable children to explore and investigate them independently and discover possibilities.</p> <p>Using older children from within school to demonstrate techniques and processes that they have been learning about.</p> <p>Opportunities to look back on previous work and learning to consider how they want to improve and reflect on how their skills have developed.</p> <p>Experience of theatres, concerts/performances and galleries.</p> <p>Finding out about famous and influential artists.</p> <p>Access to and experience of musical instruments and sound makers.</p> <p>Songs linked to all areas of learning e.g. Numberfun, topics, interests, seasons etc</p> <p>Experience of dance and music - videos, visits, visitors etc.</p> <p>Large and small group music and movement activities e.g. rhymetime, GoNoodle, Early Years Emily etc.</p> <p>A performance area - dedicated to enable children to play, create and explore their own music and dances during their independent play e.g. outdoors stage.</p> <p>Opportunities to perform for others e.g. assemblies, concerts, online videos etc.</p> <p>Learn at least 10 traditional nursery rhyme by heart.</p>
<b>Common themes of interest</b>	Dinosaurs, fairies, superheroes, fantasy, space, nature, animals, TV/Book characters, Princesses, Popular films etc.