



GOING WILD! (Growing and animals)

Curriculum Overview For Foundation Stage- Spring 2

<u>SPRING TERM</u> <u>2</u>		<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
Weekly Focus						
Focus Text	FS1	Jasper's Beanstalk	Pip plants a seed	Ruby plants a Radish	Dear Zoo	Hug
Focus Text	FS2	The Tiny Seed	The Tiny Seed	The Extraordinary Gardener Old Bear (History)	The Extraordinary Gardener	The Extraordinary Gardener
Important Events			Thursday- World Book Day Friday- Mother's day assemblies	FS2- Bikeability FS2- Parent consultations Comic Relief - Friday 15th March	FS1- Parent Consultations	FS1- Parent Consultations
<u>Communication and Language</u>	FS1	Use longer sentences and start to link ideas. Describe events that have already happened Key worker groups- what did they do in the holidays?	Use longer sentences and start to link ideas. Describe events that have already happened. Introduce Mickey and Mollie Monkey	Answer questions about why something has happened. Observations during key worker groups- growing plant	Use longer sentences and start to link ideas. Use talk to organise their play. Introduce role play cafe	Join in with songs and rhymes. Music sessions

	FS2	<p>Enjoy listening to stories.</p> <p>Use talk to work out problems and organise thinking.</p> <p>Discussion- problem solving questions around growing</p>	<p>Make up stories of their own.</p> <p>Link to Literacy outcome</p>	<p>Use talk to develop good friendships.</p> <p>Link to PSED</p> <p>Begins to understand simple humour.</p> <p>Circle time about what we could use to grow a plant in?</p>	<p>Builds their bank of words, asks the meaning of new words and tries to use them in context.</p> <p>Language that floats around our focus text- class word bank</p>	<p>Use talk to take on different roles during imaginative play.</p> <p>Hot seating characters from focus text</p>
Literacy	FS1	<p>Enjoys stories and can join in with repeating phrases. Can hold a book the correct way up. Will look at books independently. To be able to engage in book talk, eg, author, illustrator and title.</p> <p>During storytime, reinforce book talk</p>	<p>Can give a favourite story and talk about it (World Book Day).</p> <p>World Book Day</p>	<p>Recognise their name and can hear initial letter.</p> <p>Through self-registration</p>	<p>Give meaning to their marks.</p> <p>Make flap books linked to Dear Zoo</p>	<p>Give meaning to their marks. Attempts to write their name.</p> <p>Introducing name writing using name cards</p>
	FS2	<p>Enjoys an increasing range of books.</p> <p>Introduce new text</p> <p>Is able to engage in book talk, eg, author, illustrator, blurb, title.</p> <p>Continue to engage in book talk for focus texts and end of the day story.</p>	<p>Beginning to write on a line.</p> <p>Writing on a line for writing outcome.</p> <p>Beginning to write graphemes, with correct formation.</p> <p>Writing outcome from focus text- simple sentence on a line, using mostly correctly formed graphemes.</p>	<p>Can segment sounds in simple words and blend them together.</p> <p>Reading Group focus</p> <p>Is aware of the order of a story, beginning, middle and end.</p> <p>Sequence focus text and identify beginning, middle and end.</p>	<p>Explores vocabulary and explores the meaning and sounds of new words.</p> <p>Link to C&L- Explore words that float around the book and create a word bank.</p> <p>Can join in and recite familiar refrains in traditional tales and rhymes.</p> <p>End of day book-focus on well-known stories</p> <p>Can write own name independently.</p>	<p>Writes a simple sentence that can be read by themselves and others.</p> <p>Writing outcome from focus text.</p> <p>Can say phonemes associated with a grapheme.</p> <p>Monster Phonics Assessment of Grapheme recognition</p>

					Name writing assessment for books	
Maths	FS1	<p>Join in with number songs and rhymes, showing some awareness of counting.</p> <p>Recite numbers to 10.</p> <p>Interest in counting objects, movements, claps.</p> <p>Through key worker time</p>	<p>Can match shapes in a game.</p> <p>Talk about and explore 2D (flat) shapes.</p> <p>Name simple 2D shapes (circle, square).</p> <p>Focus on 2D shape</p>	<p>Use Numicon to understand the concept of number.</p> <p>Recite numbers to 10.</p> <p>Focus on Numicon</p>	<p>Understand the use of positional language (in, on, under).</p> <p>Linked to Dear Zoo</p>	<p>Begin to subitise with objects up to 3.</p> <p>Introduce subitising</p>
	FS2	<p>Consolidate their understanding of the 'stable order principle' for numbers up to 10.</p> <p>Use the language of time.</p> <p>Measure time.</p> <p>Uses everyday language related to time (first, next, then)</p> <p>Orders and sequences familiar events in their own life</p> <p>Measures short periods of time in simple ways</p> <p>Mastering Number week 16</p> <p>Counting, ordinality and cardinality - Understand the 'stable order principle' and identify some patterns in the counting system.</p>	<p>Solve problems involving shapes and measures.</p> <p>Measures- Recognising coins and adding amounts of money (Assessment)</p> <p>Mastering Number week 17</p> <p>Comparison</p> <p>Orders numbers up to 10 and knows 1 more and 1 less for numbers up to 10. (Assessment)</p>	<p>Recognises some doubles up to 10.</p> <p>Beginning to understand when a number is odd or even.</p> <p>Doubling - Doubling machine. Looking at the patterns in the 2 times table.</p> <p>Finding pairs.</p> <p>Mastering Number week 19</p> <p>Composition</p> <p>two equal parts make a whole (doubles)</p>	<p>Finds half of real life objects</p> <p>Finding half - Sharing fairly between 2 (Assessment)</p> <p>Mastering Number week 18</p> <p>Composition</p> <p>Numbers up to 7 using part-part-whole model. Ducks in a duck pond.</p>	<p>Explore numbers up to 20.</p> <p>Look at patterns in numbers on the 100 square.</p> <p>Easter Egg Number Hunt up to 20.</p> <p>Mastering Number week 20</p> <p>Composition</p> <p>Identifying different ways that groups have been sorted.</p> <p>Odds and evens.</p> <p>Exploring patterns in the number system up to 10/20.</p>

<u>Understanding the world</u>	FS1	<p>Is beginning to talk about their lives and those of others. Is beginning to take an interest in their peers.</p> <p>Key worker discussions</p>	<p>Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water) some ways to look after our environment.</p> <p>Growing a bean</p>	<p>Know names of different fruit and vegetables.</p> <p>Focus on snacktime, introducing new fruits and vegetables and describing them</p>	<p>Can talk about the weather.</p> <p>Keep a weather chart and discuss daily weather during key worker groups</p>	<p>Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water) some ways to look after our environment.</p> <p>Discuss changes to bean</p>
	FS2	<p>Uses language associated with time – today, tomorrow, yesterday, week, month, year.</p> <p>Link to Maths and History</p> <p>Understands that animals live in different habitats.</p> <p>Animals and their homes. Who lives where and why?</p> <p>Make observations about objects, events and animals and can answer questions.</p> <p>Can we answer questions about animals in their habitats?</p>	<p>Enjoys joining in with family customs.</p> <p>Mother's Day (Assembly)</p> <p>Knows some things that make them unique and different to others.</p> <p>What do we love about our mums? What do our mums love about us?</p> <p>Investigate parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil).</p> <p>Plant seeds- what will happen to them?</p>	<p>Discusses why some objects are old and new.</p> <p>Lesson on Old Bear- old bear vs new bear.</p> <p>Remembers and talks about significant events in their life.</p> <p>Do the children have a favourite teddy? Have they had this teddy from when they were a baby?</p>	<p>Shows an interest in the lives of people around them.</p> <p>Visit from Dentist</p> <p>Knows how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep.</p> <p>Visit from Dentist and PSED link- Keeping Healthy (mention Bikeability)</p>	<p>Investigate parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil).</p> <p>Revisit our growing seed- what is the same? What is different? Understand parts of a plant.</p> <p>Knows names of different fruits and vegetable.</p> <p>Explore different fruits and vegetables grown in the Extraordinary Garden- can we plant any of these in our garden?</p>

<p><u>Expressive arts and design</u></p>	<p>FS1</p>	<p>Knows some colour words – primary colours. Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes.</p> <p>Experiment with different tools and materials in art area</p>	<p>Use simple tools to shape, assemble and join materials – glue, scissors , tape. Learning to use glue stick, glue and spreaders to join materials.</p> <p>Focus on junk modelling</p>	<p>To explore and manipulate 3D materials, such as play dough. To use a range of materials to construct a model with a purpose in mind. Focus on Storydough</p>	<p>Use a line to enclose a space and use these shapes to represent an object. Talk about what they are drawing.</p> <p>Drawing wild animal from the story</p>	<p>Sing simple rhymes and songs and clap to a song. Copy simple rhythmic patterns. Talk about what they are drawing.</p> <p>Music sessions</p>
	<p>FS2</p>	<p>Produces recognisable drawings of people and objects.</p> <p>Create a piece of artwork to represent their Mother/special person in their life</p>	<p>Follows rhymes and patterns using voice and instruments</p> <p>Songs and rhymes for Mothers Day assemblies</p>	<p>Knows what an artist, illustrator, craft maker and designer are and responds to some of their work</p> <p>Modrian planned art lesson</p>	<p>Creates a simple collage.</p> <p>Easter cards</p>	<p>Develops the language of colour (secondary colours)and mixes colours to make new colours</p> <p>Colour wheels</p>
<p><u>Physical Development</u></p>	<p>FS1</p>	<p>Do up a zip once started. Go to the toilet independently and be able to wipe themselves clean.</p> <p>Focus on being independent</p>	<p>Can stand on tiptoe. Can hop on a preferred foot. Can stand on one leg for 3-5 seconds.</p> <p>Observations in P.E</p>	<p>Will try different foods.</p> <p>Link to snack time-encourage children to taste new foods</p>	<p>Make marks confidently (Focus on pencil grip)</p> <p>Link to Literacy</p>	<p>Use scissors to cut paper with increasing control.</p> <p>Cutting linked to story</p>

	FS2	<p>Understands what PE is and why we do it. Can stand on one leg for 8 to 10 seconds.</p> <p>PE - To perform 5 basic shapes with control To hold large and small shapes whilst balancing</p>	<p>Can hop on either foot.</p> <p>PE -To demonstrate a safe landing (chair) from a jump To perform a straight jump with control from a bench (Assessment)</p>	<p>Can balance on and pedal a 2 wheeled bike. (BIKEABILITY)</p> <p>PE - To travel sideways using a roll (log roll/teddy roll)</p>	<p>Can use a knife and fork independently.</p> <p>PE - To transfer weight from hands to feet (bunny hop)</p>	<p>Use apparatus safely.</p> <p>PE - To link two skills on the floor and on the apparatus</p>
<u>Personal, Social and Emotional Development</u>	FS1	<p>Introduce the value-honesty</p> <p>Key worker discussions</p>	<p>Take turns when playing.</p> <p>Focus on turn-taking and playing games</p>	<p>Understand healthy food choices. Will have a go at all activities.</p> <p>Linked to introducing new foods, healthy lunch box activity</p>	<p>Can manage and express their feelings.</p> <p>Through key worker groups, self-esteem activity- looking in the mirror</p>	<p>Understand the importance of and how to look after their teeth.</p> <p>Recap on how to look after your teeth</p>
	FS2	<p>Introduce the value-Honesty To understand the importance of telling the truth and the consequences of telling lies 'On the Way Home' story and class discussion</p>	<p>Develop respectful relationships at home</p> <p>Our Special People Mothers Day Assemblies/activities</p>	<p>Find resolutions without conflict Develop respectful relationships in school</p> <p>Restorative practices Scenarios to help children learn how to resolve conflicts and restore relationships</p>	<p>Understand the importance of keeping ourselves clean.</p> <p>Teeth cleaning Visit from a dentist</p>	<p>Understand how to keep myself safe Stranger Danger Through discussion, powerpoint and circle time</p>
Role Play	FS1	Home corner	Home corner	Home corner	Cafe	Cafe
Role Play	FS2	Garden Centre	Garden Centre	Pet Shop	Vets	Vets