

Curriculum Topic Map

Foundation 2



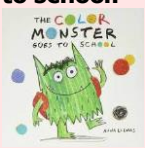
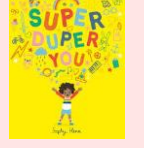

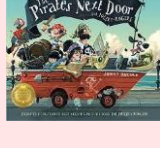
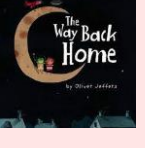



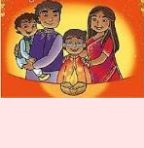


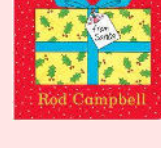


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DONALD BAILEY ACADEMY



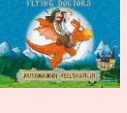



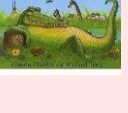

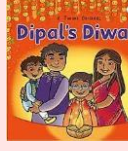





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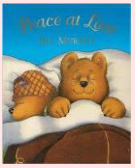


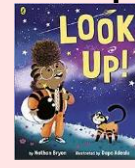








***Our Ambition: To be the highest performing MAT in the country.
Our Mission: To improve the communities we serve for the better***




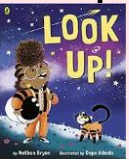


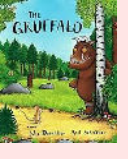
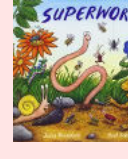

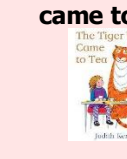


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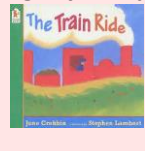

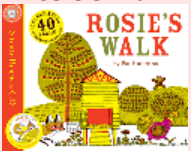
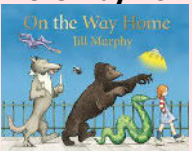
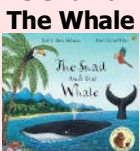
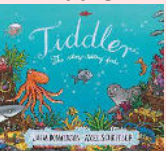



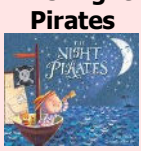
*Challenging educational orthodoxies so that every child makes good progress in all subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive an inspiring curriculum;
all academies strive to be outstanding.*


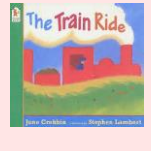

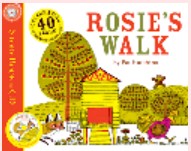
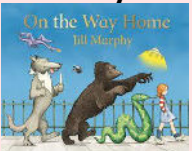
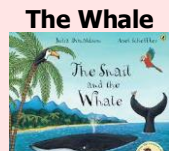
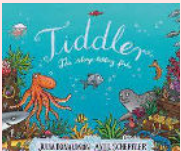
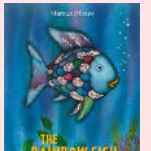



	Autumn 1 (F2)							Autumn 2 (F2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Incredible Me							Celebrations						
Story Focus														
Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Can start a conversation with an adult or a friend and continue it for many turns. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 							<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Engage in story times! Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. engage in non-fiction books. listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs 													
Physical Development	<p>Real PE - Unit 1 – Personal Skills</p> <ol style="list-style-type: none"> Coordination – Foot Work Static Balance - One Leg <ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands Use a comfortable grip with good control when holding pens and pencils. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 							<p>Real PE - Unit 2 – Social</p> <ol style="list-style-type: none"> Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. 						
Including Real PE														

Topic	Autumn 1 (F2)							Autumn 2 (F2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Incredible Me							Celebrations						
Story Focus														
Literacy	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Write some or all their name. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. 							<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Read a few common exception words 						
Maths Hubs Mastering Number	<ul style="list-style-type: none"> Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge, including that the last number in the count tells us 'How many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching Begin to develop the language of 'whole' when talking about objects which have parts. 													
Mathematics (White Rose)	<ul style="list-style-type: none"> Match and Sort Compare Amounts Compare Size, Mass and Capacity Explore Pattern Representing 1,2 and 3 							<ul style="list-style-type: none"> Representing 1,2 and 3 Comparing 1,2 and 3 Composition on 1,2 and 3 Circles and Triangles Positional Language Representing Numbers to 5 More or Less Shapes with 4 sides Time 						
Understanding of the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past <p>ELG: Past and Present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 							<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 						
Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 							<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, Experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 						
Discovery RE UTW	<p>Theme: Special People Key Question: What makes people Special? Religions: Christianity, Judaism. (See planning for links to Development Matters)</p>							<p>Theme: Christmas Key Question: What is Christmas? Religions: Christianity Christian concept: Incarnation (See planning for links to Development Matters)</p>						
Jigsaw Time (PSHE)	<p>Being me in my World</p> <ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights, and this means we should be allowed to learn and play. I am learning what responsible means. 							<p>Celebrating Difference</p> <ul style="list-style-type: none"> I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to a kind friend. I know which words to use to stand up for myself when someone says or does something unkind. 						

	Spring 1 (F2)						Spring 2 (F2)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Above and beyond						Curious Creatures					
Story Focus	Peace at Last 	Whatever Next 	The Queen's Lift off 	Look Up! 	Aliens Love underpants 	How to catch a star. 	The Gruffalo 	Super Worm 	Owl Babies 	The Tiger who came to Tea 	We're all going on a Bear Hunt 	The Very Hungry Caterpillar 
Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 						<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 					
Personal, Social and Emotional Development	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 											
Physical Development	Real PE - Unit 3 – Social <ul style="list-style-type: none"> Dynamic Balance: On a line Static Balance: Stance 						Real PE - Unit 4 – Creative <ul style="list-style-type: none"> Coordination: Ball skills Counterbalance: With a Partner 					
Including Real PE	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. 						<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. 					

	Spring 1 (F2)						Spring 2 (F2)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Above and beyond						Curious Creatures					
Story Focus	Peace at Last 	Whatever Next 	The Queen's Lift off 	Look Up! 	Aliens Love underpants 	How to catch a star. 	The Gruffalo 	Super Worm 	Owl Babies 	The Tiger who came to Tea 	We're all going on a Bear Hunt 	The Very Hungry Caterpillar 
Literacy	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 						<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 					
Maths Hubs Mastering Number	<ul style="list-style-type: none"> Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape' Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. 											
Mathematics (White Rose)	<ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity 6, 7 and 8 Combining two amounts Making Pairs Length and Height Time 						<ul style="list-style-type: none"> Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3-d shape Spatial awareness Patterns 					
Understanding of the World	<ul style="list-style-type: none"> Explore how things work. Explore and talk about forces. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>						<ul style="list-style-type: none"> Understand the key features of a life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things. <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>					
Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. 						<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, Experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 					
Discovery RE UTW	<p>Theme: Celebrations Key Question: How do People Celebrate? Religions: Hinduism (See planning for links to Development Matters)</p>						<p>Theme: Easter Key Question: What is Easter? Religions: Christianity Christian concept: Salvation (See planning for links to Development Matters)</p>					
Jigsaw Time (PSHE)	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I understand that if I persevere, I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn and the job I might like to do when I am older. I can say how I feel when I achieve a goal and know what it means to feel proud. 						<p>Healthy Me</p> <ul style="list-style-type: none"> I understand that I need exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know who my safe adults are and how to stay safe if they are not close by me. 					

	Summer 1 (F2)					Summer 2 (F2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Are we there yet?					Under the Sea						
Story Focus												Transition TBC
Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 					<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>ELG Listening and Attention</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 		<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 									
Physical Development Including Real PE	<p>Real PE – Unit 5 – Applying Physical</p> <ol style="list-style-type: none"> Coordination: Sending and Receiving Agility: Reaction/Response <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. 					<p>Real PE – Unit – Health and Fitness</p> <ol style="list-style-type: none"> Agility: Ball Chasing Static Balance: Floor Work <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 						

	Summer 1 (F2)					Summer 2 (F2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Topic	Are we there yet?					Under the Sea						
Story Focus	Lost and Found 	The Train Ride 	King Charles III's Colourful Coronation 	Rosie's Walk 	On the Way Home 	The Snail and The Whale 	Tiddler 	Rainbow Fish 	Somebody Swallowed Stanley 	Commotion in the Ocean 	The Night Pirates 	Transition TBC
Literacy	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 					<p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 						
Maths Hubs Mastering Number	<ul style="list-style-type: none"> Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek. 											
Mathematics (White Rose)	<ul style="list-style-type: none"> Build numbers beyond 10. Count patterns beyond 10 Spatial Reasoning Match, rotate, manipulate. Adding More Taking away 					<ul style="list-style-type: none"> Doubling Sharing and grouping Even and Odd Spatial Reasoning Patterns and Relationships Spatial Mapping 		<p>ELG: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 				
Understanding of the World	<ul style="list-style-type: none"> Draw information in a simple map. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>					<ul style="list-style-type: none"> Explore the natural world around them. Describe what they can see, hear and feel whilst outside. <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>						
Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. 					<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, Experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 						
Discovery RE	Theme: Story Time Key Question: What can we learn from stories. Religions: Hinduism, Islam, Sikhism. (See planning for links to Development Matters)					Theme: Special Places Key Question: What makes places special. Religions: Christianity, Islam, Judaism. Christian concept: Salvation (See planning for links to Development Matters)						
UTW												
Jigsaw Time (PSHE)	Relationships <ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feeling. I know how to be a good friend. 					Changing Me <ul style="list-style-type: none"> I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the nest bits of this year in Reception. 						

Red - 3-4 Years Black - Reception Green – Early Learning Goals