
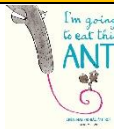


F2 CURRICULUM AUTUMN TERM 2022

Autumn Term 1 7 Weeks	Autumn Term 2 6 Weeks
COMMUNICATION AND LANGUAGE	
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts • Daily routines e.g. tidy up time, challenges... <i>instruction</i> • Understand 'why' questions • Why do you think he/she feels...? • Understand how to listen carefully and why listening is important • Listen to a set of instructions – 2 steps • Listen to instructions on how to create shapes and how shapes are joined together to make a simple picture- person, house • Working in pairs, listen and share their suggestions or thoughts. • Rules and expectations of the classroom– • 4 ways to be a good listener- Lola's Listening Rules • 5 star sitter • Learn new vocabulary linked to daily routine / theme • See UW: □ Me and My Family □ Autumn □ Celebrations • Begin to engage in story time • Join in with repeated refrains / fill in rhyming words <p>Speaking</p> <ul style="list-style-type: none"> • Use new vocabulary throughout the day • Begin to ask questions to find out more and to check they understand what has been said to them • Model & encourage questions after instructions- using why and how 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Begin to engage in story time <ul style="list-style-type: none"> ⇒ Join in with repeated refrains / fill in rhyming words ▪ Listen to and begin to talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ⇒ Discuss characters, events, setting ... <i>character, happened</i> ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound <ul style="list-style-type: none"> ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) <p>Speaking</p> <ul style="list-style-type: none"> ▪ Begin to articulate their ideas and thoughts in well-formed sentence <ul style="list-style-type: none"> ⇒ Express □ Ideas to friends □ Book talk ▪ Begin to connect one idea or action to another using a range of connectives... <i>because, although, but..</i> ▪ Begin to describe events in some detail ▪ Develop social phrases <ul style="list-style-type: none"> ⇒ Routines of the day ... <i>greetings, How are you?</i> ⇒ Friendship ... <i>Would you like to...?</i> ▪ Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <ul style="list-style-type: none"> ⇒ Focused & linked texts – within small world / role play
PERSONAL, SOCIAL AND EMOTIONAL	
<p>SCARF Me and my relationships (Aut 1)</p> <ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings? • My feelings (2)? 	<p>Valuing difference (Aut 2)</p> <ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • Kind and caring (1) • Kind and caring (2)

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PHYSICAL DEVELOPMENT			
<p>Gross Motor Skills</p> <ul style="list-style-type: none">Begin to develop overall body-strength, balance, co-ordination and agility.<ul style="list-style-type: none">⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i><ul style="list-style-type: none">⇒ Real PE – Core (6 lessons)<ul style="list-style-type: none">○ Coordination- footwork○ <i>Static balance- one leg</i>⇒ Set own physical challenge ... <i>challenge, goal</i><ul style="list-style-type: none">Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i><p>Fine Motor Skills</p><ul style="list-style-type: none">Continue to develop 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<ul style="list-style-type: none">⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i>⇒ Letterjoin – 2 sessions a week<ul style="list-style-type: none">○ <i>Practical task</i>○ <i>Worksheet task</i><ul style="list-style-type: none">▪ <i>Handwriting warm up exercises, arm movements</i>▪ <i>Creating patterns</i>		<p>Gross Motor Skills</p> <ul style="list-style-type: none">Begin to develop overall body-strength, balance, co-ordination and agility.<ul style="list-style-type: none">⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i><ul style="list-style-type: none">⇒ Real PE – Core (6 lessons)<ul style="list-style-type: none">○ <i>Dynamic balance to agility - jumping and landing</i>○ <i>Static balance - seated</i>⇒ Set own physical challenge ... <i>challenge, goal</i><ul style="list-style-type: none">Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i><p>Fine Motor Skills</p><ul style="list-style-type: none">Continue to develop 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<ul style="list-style-type: none">⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i>⇒ Letterjoin – 2 sessions a week<ul style="list-style-type: none">○ <i>Practical task</i>○ <i>Worksheet task</i><ul style="list-style-type: none">▪ <i>Handwriting warm up exercises, arm movements</i>▪ <i>Starting to form letters in cursive style</i>	
LITERACY			
		LITERACY FOCUS TEXT – WRITING	
<p>Reading</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter-sound correspondences 	<p>Writing</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummyWrite some or all of their nameWrite some letters accurately	<p>Reading</p> <p>Read individual letters by saying the sounds for them</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead a few common exception words matched to the school’s phonic 	<p>Writing</p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummyWrite some or all of their nameWrite some letters accurately

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		programme		
MATHS				
Number: 3 weeks	2 weeks	2 weeks	3 weeks	Consolidation 1 week
Numbers to 5 <ul style="list-style-type: none">count up to 5 objects reliablyunderstand that numbers can be shown in different representationsrecognise the numerals 1, 2, 3, 4 and 5match groups of objects to the correct numeral	Comparing groups within 5 <ul style="list-style-type: none">identify if a group has more or fewer objects: they can line up objects to check which group has more or fewer; they can say if groups are equal; given an amount, they can show more or fewer with supportcompare two groups of non-identical objects and match them in order to find out which group has more, fewer or the same	Shape <ul style="list-style-type: none">build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid)match 3D shapes to their 2D prints and name each of these regular 2D shapes	Change within 5 <ul style="list-style-type: none">find one more and one less than a number within 5, and demonstrate this using a five frame and cubestell first, then, now stories to express one more or one lessuse the vocabulary one less and one more in the correct context Number bonds within 5 <ul style="list-style-type: none">use the language of wholes and partsuse physical differences and number bonds to 5 to split a whole into two parts.	Space <ul style="list-style-type: none">use positional and directional language to follow and give instructions
UNDERSTANDING THE WORLD				
All About Me Past and Present <ul style="list-style-type: none">Begin to make sense of their own life-story and family's history<ul style="list-style-type: none">Draw pictures of themselves as a baby, then toddler and now.Bring in items they had as a baby/ toddler and now –Parent/ child workshopBegin to comment on images of familiar situations in the past<ul style="list-style-type: none">When Mum and Dad were little ... <i>past, history, long ago</i>Have pictures of holidays they went on with their familyCompare with pictures of their parents holiday		Autumn Natural world <ul style="list-style-type: none">Explore the natural world around them<ul style="list-style-type: none">Leaves □ sort by shape/size □ begin to identify some local tree species ... <i>nature, natural</i>- Read 'What did the tree see?'Go on a leaf hunt- find 5 different leaves. What makes each leaf different? – colour, shape, sizeDescribe what they see, hear and feel whilst outside<ul style="list-style-type: none">Leaf shape, size & colour- use a range of vocabulary to describe each leaf... <i>shape and colours words e.g. long, spiky, gold, rust, orange</i>Describe the leaves using their senses		

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<p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community <ul style="list-style-type: none"> ⇒ Describe family members ... <i>grandparent, older, younger</i> <i>Who is in my family?</i> <ul style="list-style-type: none"> • Draw pictures of who is in their family • Have photos of a family time that they can talk about. ⇒ Understand that there are many different types of families ...<i>parent, step-sister / brother / mum / dad, similar, different</i> <ul style="list-style-type: none"> ⇒ Make a house picture using colours to represent different members of their family. ▪ Name and describe people who are familiar to them 	<ul style="list-style-type: none"> ⇒ Do they notice anything about leaves that are the same/ different shape? ▪ Understand the effect of changing seasons on the natural world around them – Autumn into Winter <ul style="list-style-type: none"> ⇒ Observe / talk about changing □ seasons ... <i>season, summer, autumn, winter</i> □ changes in autumn ... <i>temperature, change, hibernation, darker, weather, wind</i>
<p>EXPRESSIVE ARTS AND DESIGN</p>	
<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials and tools ▪ Explore new techniques <ul style="list-style-type: none"> ⇒ Let the children explore using a wax crayon- making marks. Then show other ways they can use the crayon. Using the outdoor area, let them make some rubbings. ⇒ Explore felt tips, making marks, then making patterns- zig zags, curls, spirals ⇒ Explore chalks- mark making combining the 2 previous techniques ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details ▪ Look at drawing different shapes and strokes- lines, waves, circles, triangle, square <ul style="list-style-type: none"> ⇒ Make a line drawing of themselves using pencil and then pen. ▪ Show different emotions in drawings and paintings ▪ Continue to explore colour and colour mixing. <ul style="list-style-type: none"> ⇒ Paint a self-portrait ▪ Talk about new creations <ul style="list-style-type: none"> ⇒ Using previous techniques create rubbings of leaves and tree trunks ⇒ Make observational drawings of leaves ▪ Begin to return to and build upon previous learning <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ Begin to develop storylines in their pretend play 	

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⇒ ***Listen to a range of stories and use the story shelf/ small world to retell the story.***

- Begin to listen attentively, move to and talk about music, expressing their feelings and responses

⇒ How does the music make me feel?

⇒ Charanga-

- Me! - explore: growing, homes, colour, toys, how I look

- My Stories - explore: using your imagination, Christmas, Festivals

⇒ 1. Listen and Respond

⇒ 2. Explore and Create - initially using voices only but building to using classroom instruments too

⇒ 3. Singing - nursery rhymes and action songs - building to singing and playing

⇒ 4. Share and Perform