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| **Year F2 – Autumn – Could dinosaurs live in Woodley?**  **Intent:** Our children will leave the Foundation Stage at Highwood having had a wide variety of experiences, where they have developed the requisite skills to be successful, independent and motivated learners in the here and now, as well as preparing them for their next stage of education.  **Implementation:** We plan a rich and engaging 3D curriculum which builds upon skills and knowledge. This is achieved through a balance of adult led and child-based learning.  **Impact:** Children make excellent progress from their starting points.Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. | | | | |
| **Objectives** | **Coverage** | **Key Questions (knowledge)** | **Children should be able to (skills)** | **Primary curriculum subject** |
| **Understanding the World:**  Reception:   * 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. | * Allowing opportunities to re-enact home-life in the role-play area. * Children share their experiences and knowledge of different parts of their lives through show and tell, birthday celebrations. * Share photographs of their family * Learning about people who have done something significant – Mary Anning (the fossil girl) * Learning about different dinosaurs and comparing them to animals today. (Dinosaurs Galore) * Exploring dinosaur footprints left by a ‘dinosaur’. * Organise events in basic chronology | Can children talk about their home and community life?  Can they find out about other children’s experiences?  Can they talk about how we know that dinosaurs existed?  Can they explain what happened to the dinosaurs? | Talk about their home-life and compare it to their friends.  Describe members of their family.  Recognise what is the same and what is different about them from when they were a baby.  Say that dinosaurs lived a long time ago.  Say that fossils are left from dinosaur times.  Say one of the theories of dinosaur extinction. | History |
| **Understanding the World:**  Reception:   * Draw information from a simple map | * Look at maps to show where dinosaurs lived: Pangea. * Considering whether Woodley would be a good environment for dinosaurs to live – look where they live on a map. * Explore the local area, making habitats for toy dinosaurs * Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. * Compare where different dinosaurs lived? (Harry and the Bucketful of Dinosaurs go Wild) | Answer – what would happen if…?  Can they create a simple map, plan, painting, drawing to show their understanding of where they live?  Can they explain where different dinosaurs lived, e.g land, sea, sky? | Talk about the reasons why Woodley would not make a good environment for dinosaurs.  Find where they live on a map.  Compare their surroundings to pictures of the environment where dinosaurs lived.  Understand that dinosaurs lived in different types of habitats. | Geography |
| **Understanding the World:**  Reception:   * Explore the natural world around them. * Describe what they see, hear and feel whilst outside. * Recognise some environments that are different to the one in which we live. | * Comparing different habitats and environments (Dinosaur Drip) * Comparing herbivores and carnivores (Crunch Munch Dinosaur Lunch) * Exploring the theories of what happened to the dinosaurs. * Comparing rocks and fossils * Bring in a baby photo – comparing to dinosaur/other animals. * Investigating an ‘egg’ left by a dinosaur. (Am I Yours?) * Comparing dinosaur heights * Measure their own height against some of the smaller dinosaurs (Titch) | What would an herbivore eat?  What would a carnivore eat?  Why did the dinosaurs die?  Can you describe this fossil?  Can children explain different changes that happen from birth to now, in humans and animals/dinosaurs?  Were all dinosaurs tall?  Am I taller than a velociraptor? | Suggest food that an herbivore would eat  Suggest food that a carnivore would eat.  Create a simple representation of a habitat suitable for a dinosaur.  Share their ideas about why the dinosaurs died.  Compare rocks and fossils.  Recognise what is different and what is the same from baby animals/dinosaurs until adulthood.  Compare the heights of different dinosaurs | Science |
| **Understanding the World:**  Reception:   * Understand that some places are special to members of their community. * Recognise that people have different beliefs and celebrate special times in different ways | * Encourage children to talk about their home lives * Children have opportunities to celebrate festivals, e.g Divali. * Talking about how different families celebrate Christmas * Show pictures of buildings where people worship * Understanding the nativity story through our Christmas production. | What routines and customs happen at home?  Are they the same or different as your friend?  What happens in your family at Christmas?  Who were Mary and Joseph? | Talking about their family life  Comparing their home life with a friend  Sharing what traditions happen at Christmas  Recalling the nativity story | RE |
| **Personal, social and emotional Development:**  Reception:   * 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. * Manage their own needs.   **Physical development**  Reception:   * Further develop the skills they need to manage the school day successfully: * Lining up and queuing * Mealtimes * Personal | * Introducing social stories to help children to understand that children are different and some may need extra support. * Encouraging children to talk about their own feelings. * Acknowledge and encourage children’s efforts to manage their personal needs. * Model being a considerate and responsive partner. * Encourage the use of talk partners. * Give lots of opportunities for children to listen to each other. * Provide activities which involve turn-taking * Support children to feel good about themselves, not just for a reward. * Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. * Talk about fair and unfair situations. * Model being fair * Model good practice of hygiene, e.g washing hands before eating * Ensure that children have opportunities to discuss boundaries, so that they understand why they are there and what they are intended to achieve. * Provide books with stories about characters that follow or break rules and the effects of their behaviour on others. | How are children the same, how are they different?  How does this… make you feel?  Why is … feeling ….?  Why do we need to be careful when using …?  What can we do if we feel upset?  What can we do if someone takes our things?  What have you enjoyed learning?  How did you…?  What could you have done differently?  How can we make things fair? | Look at pictures of different children and say what is the same and what is different about them.  Recognise how other children are feeling and why.  Talk to their partner, asking appropriate questions.  Resolve conflicts without an adult  Reflect on their own success, achievements and their own gifts and talents | PSHE |
| **Physical development**  Reception:   * Know and talk about the different factors that support their overall health and wellbeing:   + sensible amounts of ‘screen time’ | * Provide a range of materials and objects to play with that work in different ways for different purposes, e.g egg whisk, torch, camera * Provide real life objects in role-play, e.g mobile phones, lap tops etc * Talk about sensible use of screens | How does this work?  What does this do?  What do we do when using our ipad? | Use other forms of technology, identifying how they work  Think about why things happen or work | Computing |
| **Expressive arts and design: Exploring and using media and materials**  Reception:   * 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. * Develop storylines in their pretend play. * Explore and engage in music making and dance, performing solo or in groups. | * Provide musical instruments in learning zone – different areas: woodland area, stage, on the track etc * Represent three different dinosaurs by dancing to music – diplodocus, pterodactyl, plesiosaur * Singing songs and nursery rhymes to support understanding of counting and number * Learning songs for the nativity * Wake-up-shake-up | Can you make up a tune?  What instruments do you like using to create your music?  Can you describe this music: fast, slow, quiet, loud | Explore the sounds different musical instruments make.  Dance in different ways to different pieces of music that they hear.  Learn the words to songs and perform them to an audience. | Music |
| **Physical development: moving and handling**  Reception:   * 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. * 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. | * Motivate children to be active through games such as follow the leader * Practise movement skills through games with beanbags, cones, balls and hoops * Practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching, hopping, jumping, climbing skipping * Provide time and space to enjoy energetic play on a daily basis * Take part in to throwing, catching, fetching, receiving games. | Why should we take care when moving?  Can you get all the way around the spider’s web without your knees touching it?  How can we work together to throw, catch, fetch, receive etc | Match their actions to the space that they are in  Use equipment safely, following the rules.  Follow the rules of games  Begin to control and object | PE |
| **Expressive arts and design: Exploring and using media and materials**  Reception:   * 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.   **Physical development:**  Reception:   |  | | --- | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | * Provide resources for mixing colours, joining things together and combining materials. * Painting a self-portrait * Set up activities where children can use different collage materials to represent their ideas * Dinosaur skeleton using art straws * Printing – dinosaur feet * Painting rocks – representing dinosaur eggs. * Christmas cards * Christmas calendars | Can you describe your painting/picture/collage?  What colours have you chosen to use, why?  What else could you create with these materials?  What would happen if…? | Begin to use realistic colours for the item that they are painting/colouring  Combine different materials to create an effect  Describe the changes to different media e.g transforming from wet, dry, flaky, fixed etc. | Art |
| **Expressive arts and design:**  Reception:   * 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.   **Physical development:**  Reception:   |  | | --- | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | * Provide resources for children to create models out of lego, junk-modelling and other constructions materials. * Making a dinosaur biscuit * Making a dinosaur * Creating masks and puppets | Can you describe your model?  What resources do you need to make your model?  What could you use it for?  What could you do differently next time? | Use a range of resources to construct a model.  Begin to use their creation in play.  Reflect on what they’ve made and consider ways to improve it | DT |
| **Communication and language:**  Reception:   * Understand how to listen carefully and why listening is important. * 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.   **Literacy:**  Reception:   * 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. * 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.   **Physical development**  Reception:   * 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. | * Modelling language and encourage full sentences * Lots of opportunities to talk in circle time and show and tell * Encourage children to add to their first-hand experience of the world through the use of books, other texts and information. * Reading to the children at least 3 times a day. Include topic related books - dinosaurs * Provide a range of books inside and outside – a variety of fiction and non-fiction * Dinosaur Galore – rhyming * Matching rhyming words/pictures based upon dinosaurs * Playing games – letter bingo, alphablocks * Daily systematic synthetic phonics which are multisensory to captures their interests * Learning Phase 2 sounds: *s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss* * Practising segmenting and blending sounds in words: at, cat, man. * reading their name and familiar words:   I, the, go, no, to, into   * Encourage writing through post-it notes, menus, story maps, story boards, booklets, puppet making, character descriptions, invitations, wanted posters etc during learning zone * Ensure that the role-play area has opportunities for writing for meaning, e.g. a sign for a café. * Labelling dinosaur food * Labelling animals who lived with dinosaurs * Writing a caption about their day * Writing a letter to Father Christmas * Writing Christmas cards | What sounds can you hear in this word…?  Where can you find the word ‘the’ in your book?  What books do you like to read?  What words rhyme with cat, dog etc?  What does your writing say?  Why have you chosen to write that?  Who are you writing for? | Begin to segment simple words and blend them back together for reading.  Begin to segment simple words and blend them back together for writing.  Recognise all phase 2 sounds.  Write their name independently.  Read and write phase 2 tricky words.  Read and write independently during learning zone. | English |
| **Maths**  **Reception:**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal   number value.   * Count beyond ten. * Compare numbers. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 5. * Automatically recall number bonds for numbers 0–5. * Select, rotate and manipulate shapes in order to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. compare length, weight and capacity. | * Encourage use of mathematical language, e.g. number names to ten. * Add numerals to all areas of learning and development e.g small world table, track with scooters * Provide collections of interesting things for children to sort, order, count and label in their play. * Recognising quantities without counting – ladybirds, numicon, counters * Use tactile numerals in sand, in water, in slime etc * Match activities -numerals to quantities * Ordering number cards to 5 * Practical adding activities to support number bonds * Practical subtraction activities to support number bonds * Recording using marks * Make books about numbers * Sing rhymes and number songs * Provide a range of number resources and encourage them to identify problems to solve * Play games that involve counting * Treasure hunts related to number * Counting forwards and backwards * Provide 2D and 3D shapes in the environment to paint with, to construct with, to use in role-play. * Make 2D and 3D shapes using other resources, e.g. loom bands and boards, construction, playdough, junk modelling * Provide opportunities to weigh and measure using different resources * Rotate shapes * Measure themselves against a measuring chart – compare their height to each other and to dinosaurs * Draw around their feet and measure using cubes – compare to dinosaur feet * Making patterns using a variety of resources * Pattern songs | Can you give me three items?  What number is one more than…?  What number is one less than…?  What happens when we add two numbers together?  What happens when we subtract a smaller number from a bigger number?  What is the name of that shape?  How many sides, corners etc?  Which of these objects is the tallest, heaviest, lightest etc?  Who is tallest in the class?  Who are you taller than?  Can you describe your pattern?  What would come next in the pattern? | * Match numbers to 5 * Subitise numbers to 5 * represent numbers to 5 * Match and sort objects * Make patterns * Circles * triangles and 4 sided shapes * Find one more and one less | Maths |
| **Assessment Questions:**  **What is a dinosaur?**  **How are dinosaurs born?**  **How tall were the dinosaurs?**  **How did dinosaurs move?**  **What did dinosaurs eat and where did they live?**  **Which animals are like dinosaurs?**  **What happened to the dinosaurs and how do we know?**  **Dinosaur day** | | | | |

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| **Year F2 – Spring – How is the world filled with colour?**  **Intent:** Our children will leave the Foundation Stage at Highwood having had a wide variety of experiences, where they have developed the requisite skills to be successful, independent and motivated learners in the here and now, as well as preparing them for their next stage of education.  **Implementation:** We plan a rich and engaging 3D curriculum which builds upon skills and knowledge. This is achieved through a balance of adult led and child-based learning.  **Impact:** Children make excellent progress from their starting points.Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. | | | | | |
| **Objectives** | | **Coverage** | **Key Questions (knowledge)** | **Children should be able to (skills)** | **Primary curriculum subject** |
| **Understanding the World:**   * Compare and contrast characters from stories, including figures from the past. * Comment on images of familiar situations in the past. | * Provide role-play with a variety of resources reflecting different communities * Read stories that are set in the past and talk about similarities and differences, e.g. Peepo, fairy tales (Little People, big Dreams Amelia Earhart) * Talk about the moon landing – famous astronauts: Neil Armstrong, Tim Peak, Chris Hatfield (Darkest Dark) * Look at different forms of transport – rocket, helicopter, aeroplane, boat. (The Great Balloon Hullabaloo) (Space Tortoise) (Emma Jane’s Aeroplane) * Compare old photographs with modern forms of transport | | What is the same and what is different about me and people who lived a long time ago?  Why have people gone to space?  How do people travel to space, to other countries? | Recall stories with people who lived in the past  Talk about different people who went to space  Compare changes to different forms of transport | History |
| **Understanding the World:**   * Draw information from simple map * Recognise some similarities and differences between life in this country and life in other countries | * Compare different countries – weather, animals who live there, plants (Wild and Free) * Find out about different creatures who live in the sea (Tiddler, Commotion in the Ocean, Rainbow Fish) * Explore features of the earth oceans, land, mountains etc | | How is our country different from Australia?  Which countries do  Can they record their findings about different habitats through a drawing, a model etc?  different animals come from?  What lives in the ocean?  How is mars and Venus the same and what is different? | Talk about places where it is hot, where it snows, where it rains.  Locate the Uk on a map.  Talk about features of the Earth: mountains, land, oceans.  Recall different animals who live in other countries e.g koala from Australia  Recall some features of different planets e.g mars is cold, Venus is hot | Geography |
| **Understanding the World: The World**   * Explore the natural world around them * Understand the effect of changing seasons on the natural world around them * Describe what they see, hear and feel whilst outside. | * Name and describe the planets in the solar system (Goodnight Spaceman, Alone, Solar system Space Adventures) * Learn how the planets travel around the sun * Learn about night and day * Explore the features of different seasons (Seasons come, seasons go: Tree,) * How rainbows are created (Rain before rainbows) * Find out what else is in the sky (What’s up?) * Learning about the Moon (Whatever Next) * Space station role-play * Visit Winchester Science museum - planetarium * Photograph different plants using an i-pad, compare them * Plant a bean and observe how it grows   (Jack and the Beanstalk)   * Explore what is needed to help a plant to grow (The Enormous Turnip) * Provide resources for children to dig and make observations of plants in the outside area * Provide resources on the small world table to allow children to explore different environments, e.g space, mars, Jupiter, the moon, the ocean, the beach, a garden etc. | | What planets are in our solar system?  What can you see in the sky?  What does a plant need to grow?  What can you tell me about winter?  What can you tell me about spring?  What can you tell me about summer?  What can you tell me about Autumn? | Name some of the planets  Know that it’s night time in Australia when it’s daytime in the UK  List things in the sky: stars, moon, sun, planets, clouds  Know that plants need water, light and soil to grow.  Know that there are 4 seasons | Science |
| **Understanding the World:**   * Recognise that people have different beliefs and celebrate special times in different ways | * Bring in photos and draw pictures to represent what customs and traditions families follow during the holidays * Celebrating Mother’s Day (Mother) * Look at how Easter is celebrated by Christians * Look at how Holi is celebrated by Hindus * Visitors from different religions | | What customs and traditions does your family follow in the holidays?  What traditions do we do on Mother’s Day?  Why do Christians celebrate Easter?  How is Holi celebrated by Hindus? | Talk about different traditions and customs in families.  Know why Christians celebrate Easter.  Know how Hindus celebrate Holi. | RE |
| **Personal, social and emotional Development:**  Reception:   * 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. * Manage their own needs. * Think about the perspective of others   **Physical development**  Reception:   * Further develop the skills they need to manage the school day successfully: * Lining up and queuing * Mealtimes * Personal | * Circles times – talking about different activities that children like to do. * Opportunities in learning zone to play games involving turn-taking and sharing * Model how to listen to each other’s ideas. * Providing a variety of new activities during learning zone. * Encourage children towards activities that they are not familiar with. * Visiting Winchester Science museum * Use story-time to discuss the challenges that characters face in books and how to overcome them. | | Why do you like this activity?  What does your friend like to do?  How did you make the game fair?  Why did you choose that activity?  What safety rules do we need to follow when we go out on a trip?  How did you keep safe when we were in the museum? | Know that children prefer different activities.  Take turns and share with others.  Listen to other’s ideas  Choose a range of different activities, expressing their preferences.  Explain ways to keep safe when outside of school | PSHE |
| **Physical development**  Reception:   * Know and talk about the different factors that support their overall health and wellbeing:   + sensible amounts of ‘screen time’ | * Provide real life objects in role-play, e.g mobile phones, lap tops etc * Talk about sensible use of screens * Using ipads to draw pictures * Using beebots to control movement | | How does this work?  What does this do?  How do I change the colour/size | Use other forms of technology, identifying how they work  Think about why things happen or work | Computing |
| **Expressive arts and design:**  Reception:  -Listen attentively, move to and talk about music, 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. | * Making musical instruments * Creating songs/music to represent sounds in Space, the ocean, the earth, the seasons, different weather. * Introduce them to different kinds of music from across the World, including tradition and folk music from Britain. * Discuss changes and patterns in music. | | What resources did you use to make your musical instrument?  How could you change your song/tune  How does this piece of music make you feel?  What instruments can you hear? | Make an instrument of their own design  Reflect and make improvements to their composition | Music |
| **Physical development:**  Reception:   * 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. | * Dancing in time to music – wake-up-shake-up * Provide equipment for the children to design their own obstacle courses. * Increase the challenge by using equipment such as tennis rackets, cricket bats, small balls etc * Parachute games | | Why did you use that equipment in your obstacle course?  How could you make your obstacle course harder/easier? | Dance in time, showing confidence in their movement.  Create their own obstacle course  Use equipment with good control | PE |
| **Expressive arts and design:**  Reception:   * 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.   **Physical development:**  Reception:   |  | | --- | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | * Painting/colouring/pastels/chalks * representations of space. * Design an outfit for an astronaut. * Provide natural resources to create art, e.g pinecones, leaves etc * Still life representation of a daffodil * Easter cards | | What can you tell me about your picture?  What have you used to make this?  What do you like about your picture? | Create a realistic representation of space  Design and label an astronaut’s outfit  Draw a picture to represent spring | Art |
| **Expressive arts and design:**  Reception:   * 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.   **Physical development:**  Reception:   |  | | --- | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | * Making a paper aeroplane * Making a helicopter using paper and paper clip * Designing and making their own mode of transport * Making boats and floating them in the water tray * Making a rocket | | How did you use those materials to create your design?  How can you test that your creation works?  What do you like about your design?  What do you like about your friend’s design? | Create different modes of transport.  Reflect on their creations.  Explain their likes and dislikes | DT |
| **Literacy:**  Reception:   * 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. * 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. * 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   **Physical development**  Reception:   * Develop the foundations of a handwriting style which is fast, accurate and efficient. | * Learning Phase 3 sounds: j,v,w,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oi,   oo,ow,ar,air,ear,er,ur,or,ure   * read and write tricky words: we,me,he,she,be,was,my,you,her,   all,are,they   * writing a caption for holiday news * space fact file * sequencing a story and writing a caption for each picture (Whatever next) * labelling an astronaut’s spacesuit * retelling story, story map, writing a story (The Enormous Turnip) * writing instructions – planting a bean * Recount of trip to Winchester Science museum | | What sounds can you hear in ‘chair’?  How do you write ‘they’?  How could the story end differently?  Who are you writing for? | Confidently segment simple words and blend them back together for reading.  Confidently segment simple words and blend them back together for writing.  Recognise all phase 3 sounds.  Read and write phase 3 tricky words.  Read and write independently during learning zone. | English |
| **Maths**  **Reception:**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal   number value.   * Count beyond ten. * Compare numbers. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 10. * Automatically recall number bonds for numbers 0–10. * Select, rotate and manipulate shapes in order to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. compare length, weight and capacity. | * Ordering numbers to 10 using different objects, e.g. shells in the sand, pebbles in the water tray, animal counters etc. * Playing games such as snakes and ladders * Exploring patterns on a 100 square * Creating their own hopscotch games * Begin to write calculations for adding * Number games, e.g doubling * Measuring size of ‘planets’, comparing to other planets. * Making healthy smoothies – capacity * Weighing different natural resources, stones, shells, cones etc * Ordering events in their lives and using ordinal language – first, second etc * Making patterns using beads, pasta, shapes. * Build with shapes, making pictures with shapes. Use shapes to make new shapes | | What number does this show?  What number comes next?  What number comes before?  What’s the same and what’s different about 1 and 10?  What is one more than…?  What is one less than…?  Can you describe your pattern?  What is the same and what is different about a square and a rectangle? | Read, write and order numbers to 6-10  Subitise from 6-10  Count beyond 10  Number bonds to 10  Double numbers: 1,2,3,4,5  Create and describe patterns  Compose and decompose shapes  Use words to describe position and measurements  Writing numbers 6-10 | Maths |
| **Assessment Questions**  **What is in the sky?**  **What different planets are in space?**  **How could we travel to the moon?**  **What is the Earth made up of?**  **How would we travel to other countries?**  **What is the weather like in other countries?**  **What are seasons?**  **What creatures live in the sea?**  **How do plants grow?**  **Could plants grow in Space?** | | | | | |

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| **F2 – Summer – who are our local heroes**  **Intent:** Our children will leave the Foundation Stage at Highwood having had a wide variety of experiences, where they have developed the requisite skills to be successful, independent and motivated learners in the here and now, as well as preparing them for their next stage of education.  **Implementation:** We plan a rich and engaging 3D curriculum which builds upon skills and knowledge. This is achieved through a balance of adult led and child-based learning.  **Impact:** Children make excellent progress from their starting points.Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. | | | | |
| **Objectives** | **Coverage** | **Key Questions (knowledge)** | **Children should be able to (skills)** | **Primary curriculum subject** |
| **Understanding the World:**  Reception:   * Talk about members of their immediate family and **community**. * Name and describe people who are familiar to them. | * Provide role-play with a variety of resources reflecting different communities * Doctors surgery role-play * Dr Ranj A superhero like you * Police station in the outside area * comparing different jobs/roles in the community * Real-life hero visits, police officer, nurse etc * past and present heroes – Mary Secale, The Picture book of Florence Nightingale * ‘Fireman Sam’ story | How do heroes help us?  Where do you see heroes in Woodley?  What makes a hero?  How are my friends’ heroes?  What do heroes do? | Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local  church, elders lunch club, Greek café.  Role-play local heroes  Talk about the differences and similarities between local heroes  Meet and ask questions of a real life hero  Make a display showing all the people who make up the community of the setting. | History |
| **Understanding the World:**  Reception:   * Understand that some places are special to members of their community | * Heroes who live in Woodley * Comparing different settings in books * ‘Super daisy’ * Supertato * Superhero dens * Doctors surgery role-play * Police station in the outside area * Examine photographs and simple maps | Where does a police officer work?  What are the features of a fire station?  What is different about a hospital and a doctor’s surgery?  Where do you take a poorly pet? | Listen to stories to help them to make sense of different settings  Record their findings by drawing, writing, making a model or taking photographs.  Compare different places in Woodley. | Geography |
| **Understanding the World:**  Reception:   * Describe what they see, hear and feel whilst outside * Explore the natural world around them   **Physical development:**  Reception:   * Know and talk about the different factors that support their overall health and wellbeing: * Regular exercise * Healthy eating * Toothbrushing * Sensible amounts of ‘screen time’ * Having a good sleep routine * Being a safe pedestrian | * ‘Michael Recycle’ story * Sorting items for recycling * Comparing materials that are good for making shields, capes, helmets etc * Animals who are super heroes * ‘Superworm’ * ‘Superbat’ * Bee – making a bee cafe * Creating a healthy lunch box * Labelling a body * Discussing healthy life style, e.g: exercise, sleep, less screen time * Use dentists equipment to ‘clean’ teeth * Caring for animals – chicks * Floating and sinking materials – which would make a good boat? | How do we help to protect the Earth?  Why is this material a good choice for what you are making?  How do animals help us?  Which animals are heroes?  What keeps our bodies strong?  How do we care for our teeth?  How do we stay healthy? | Sort objects that can be recycled and those that cannot.  Consider ways that we could help to save the Earth.  Describe the role that animals have as heroes.  Understand what a healthy lifestyle is. | Science |
| **Understanding the World:**  Reception:   * Understand that some places are special to members of their community | * Help children to learn positive attitudes and challenge negative attitudes and stereotypes * Visit to a local church. * Comparing birthday celebrations * Celebrating Eid * Build up a rich bank of vocabulary with which to describe their own lives and lives of others | What customs and traditions does your family follow in the holidays?  When do people visit a church?  What traditions happen at birthday parties?  How do people celebrate Eid? | Talk about positive role-models, e.g female firefighters, male nurses etc  Know how Muslims celebrate Eid.  Listen to stories which reflect the diversity of the children’s experiences.  Listen to people from a range of cultural backgrounds to  talk about aspects of their lives or the things they do  in their work, such as a volunteer who helps people  become familiar with the local area. | RE |
| **Personal, social and emotional Development:**  Reception:   * 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. * Manage their own needs. * Think about the perspective of others   **Physical development**  Reception:   * Further develop the skills they need to manage the school day successfully: * Lining up and queuing * Mealtimes * Personal * Know and talk about different factors that support their overall health and wellbeing: * Regular physical activity * Healthy eating * Toothbrushing * Sensible amounts of screen time * Having a good night’s sleep routine * Being a safe pedestrian | * Comparing foods that are healthy and those that are not so good for our bodies. (The Sugar Story) * Consider different ways to stay healthy * Create a healthy plate using an i-pad (purple mash) * Brushing teeth activities * Role-play doctor’s surgery * Discuss what makes us strong * Make a poster about being healthy * Comparing recycling materials * Using recycled materials to build models * Planning a design for a model and talking about them. | What foods are good for our body?  What exercises can we do to stay healthy?  How do we become strong?  Why do we need to recycle?  What can we do to protect our Earth? | Name foods that are healthy and those that are not.  Compare different types of exercise.  Take turns and share with others.  Listen to other’s ideas  Choose a range of different activities, expressing their preferences.  Explain ways to keep safe when outside of school | PSHE |
| No objectives | * Create a healthy plate using an i-pad (purple mash) * Compare photographs of different food. * Provide a range of different technology for the children to explore in learning zone * Parents questionnaire – technology used at home. | How did you get to the program that you need?  What button did you press to take a photograph?  When do you use technology at home? | Successfully use purple mash.  Take a photograph using the camera function on the iPad | Computing |
| **Expressive arts and design:**  Reception:  -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. | * Making musical instruments * Creating songs/music to represent emergency vehicles * Wake up, shake up * Dancing to music from Disney films – heroes and heroines * Creating own musical compositions | What resources did you use to make your musical instrument?  How could you change your song/tune | Make an instrument of their own design  Reflect and make improvements to their composition | Music |
| **Physical development:**  **Physical development:**  Reception:   * 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. | * Dancing in time to music – wake-up-shake-up * Races – ready for sports day * Skipping and hopping in time to music * Tennis * cricket | How does your body feel when you exercise?  Which different exercises will make you healthy?  What are the rules for… | Dance in time, showing confidence in their movement.  Take part in sports day  Listen and understand the rules in competitive games | PE |
| **Expressive arts and design:**  Reception:   * 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.   **Physical development:**  Reception:   |  | | --- | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | * Painting/colouring/collage superhero scenes * Design an outfit for a superhero * Provide natural resources to create art, e.g pinecones, leaves etc * Still life representation of a fruit/vegetable * Father’s day cards | What can you tell me about your picture?  What have you used to make this?  What do you like about your picture? | Create a realistic representation of a superhero scene  Outfit for a superhero  Draw a picture to represent summer  Create a still life drawing | Art |
| **Expressive arts and design:**  Reception:   * 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.   **Physical development:**  Reception:   |  | | --- | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | * Making superhero masks * Making capes and cuffs for a super hero * Making items found in a doctor’s surgery, police station etc * Police badges * Teacher lanyards * Designing and making their own mode of transport for a superhero | How did you use those materials to create your design?  How can you test that your creation works?  What do you like about your design?  What do you like about your friend’s design? | Create different objects used by heroes.  Reflect on their creations.  Explain their likes and dislikes | DT |
| **Literacy:**  Reception:   * 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. * 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. * 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   **Physical development**  Reception:   * Develop the foundations of a handwriting style which is fast, accurate and efficient. | * Revisiting Phase 3 sounds: j,v,w,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oi,   oo,ow,ar,air,ear,er,ur,or,ure   * read and write tricky words: we,me,he,she,be,was,my,you,her,   all,are,they  missing posters  birthday invitations  lost toy posters   * recount of Easter holidays * fact file about a local hero * complete a story – Fireman Sam * emergency vehicles booklet * writing a description of an animal hero * Writing ‘Superworm’ story * Writing a description of a friend * ‘Super daisy’ – description of the setting * Superhero factfile * Superhero speech bubbles * ‘Supertato’ story * Explanation – how to save planet Earth | What sounds can you hear in ‘weekend’?  How do you write ‘they’?  How could the story end differently?  Who are you writing for? | Confidently segment simple words and blend them back together for reading.  Confidently segment simple words and blend them back together for writing.  Recognise all phase 3 sounds.  Read and write phase 3 tricky words.  Read and write independently during learning zone.  Write known stories.  Retell a story in the correct order  Make a missing poster  Create own superhero story  Write descriptions of real life heroes | English |
| **Maths**  **Reception:**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal   number value.   * Count beyond ten. * Compare numbers. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 10. * Automatically recall number bonds for numbers 0–10. * Select, rotate and manipulate shapes in order to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. compare length, weight and capacity. | * Building numbers beyond 10 * Counting in patterns beyond 10, e.g 2s, 5s, 10s. * Investigating 100 – counting 100 steps, making 100 links, how tall is a tower of 100 cubes? * Practical adding and taking away * Doubling using dominoes, ladybirds, butterflies. * Number stories to 10 (counting on) * Measuring length, weight, time etc * Magic potions * Making groups of 2 or 3 with the small world animals * Sharing play food at a picnic * Measuring how far we can jump * How many things can we do in a minute/ * Painting using shapes * Making and following treasure maps. * Copy increasingly challenging pictures and patterns. Solving a range of jigsaws | Show me number bonds to 10  Show me double 4?  How many jumps can you do in one minute?  Which item is heavier than this item?  How can you create this pattern?  What is the same and what is different about a square and a hexagon? | Recall all number bonds to 10.  Recognising numbers to 20 and beyond  Say one more and one less  Use objects to double, halve and share.  Identifying odd and even  Use vocabulary associated with size, weight, capacity, position, distance, time and money.  Record measurements in real-life contexts.  Create their own patterns using objects, shapes, numbers or colours.  Describe and compare 2D and 3D shapes. | Maths |
| **Assessment Questions**  **Which heroes live in our local community?**  **How do heroes stay strong?**  **Who helps us to look after our bodies?**  **Who helps to keep our community safe?**  **How can animals be heroes?**  **What is a superhero?**  **What would a superhero do to help their friends?**  **How can our friends be superheroes?**  **What is the difference between a hero and a villain?**  **How do superheroes protect the Earth?**  **How can we help to protect Woodley?**  **Super hero day** | | | | |