

FS2 Term 3b	What will I be learning about during this unit?	What new vocabulary will I learn during this unit of work?	Where will my learning go next?
<b>Topic Theme</b>  <b>Communication and Language</b>	<p style="text-align: center;"><b><u>Near and far</u></b>            Atinuke stories            Lima's red hot chilli pepper            Stories from different cultures that reflect our school community</p>		
<b>Personal, Social and Emotional Development</b>	<p><b>Managing self &amp; Self-regulation</b>            Moving on – feelings hopes and fears            Including Jigsaw Sum 2 piece 4, 5 &amp;6  <b>People and communities</b>            End of term celebration – linked to international food festival with food from different communities</p>	<p><b>Managing self &amp; selfregulation</b>  <b>Feelings, emotions,</b>            future, change, fears, hopes, grow, growth, stages, memories,  <b>achievements</b></p>	<p>Children will begin to transition from Reception to Year 1. Children will be reassured about the change taking place which will make them successful in KS1.</p>

<p><b>Physical Development</b></p>	<p><b>Fine Motor</b>          Hold a pencil effectively in preparation for fluent writing using the tripod grip. Use a range of small tools effectively. Begin to show care and accuracy when drawing</p> <p><b>Pencil control</b>          Children will practise correct number and letter formation. Correct pencil grip and formation will be modelled by all adults in the setting.</p> <p><b>SODA/After Dinner sessions</b>          Pen disco          Tummy time          Whiteboards and pens to practise letter/number formation and name writing          Independent writing books to develop resilience</p> <p><b>Gross motor</b>          Negotiate space and obstacles safely with consideration for themselves and others. Move energetically and demonstrate strength, balance and coordination when playing</p>	<p><b>Fine motor</b>          Formation, number, letter, grip</p> <p><b>PE</b>          Throw, catch, equipment</p>	
	<p>PE – dance with external dance teacher          Outdoor play – use the range of equipment independently to set selves challenges and show confidence and co-ordination through practice. Encourage upper body strength and coordination on trim trail</p>		

<p><b>Literacy</b></p>	<p>Daily stories and rhymes and time to talk about them (see Language and Communication)  Reading books matched to stage of phonological development RWI set 1 and 2 sounds more able set 3  Oral blending and reading cvc words, captions and sentences  Segmenting for spelling and writing cvc words, captions and sentences  Mark making and writing for a purpose across the curriculum  Full stops and capital letters  Letter formation</p>	<p>sound read  write page  word finger  space  sentence  full stop  capital letter</p>	
<p><b>Maths</b></p>	<p>White Rose Maths units  Find my pattern  On the move</p>	<p>double share group half  equal unequal even  odd</p>	
<p><b>Understanding the World</b></p>	<p><b>People Culture and Communities</b>  Explain and explore some similarities and differences between life in this country and life in other countries. Talk about different parts of the world where children may have family members. Invite in parents and other family members to talk about it. Ask families to send in photos and objects linked to family in UK and wider world. Food festival with foods from different communities  Use Google maps to explore their own environment and compare and contrast with other countries around the world  Use Atinuke stories to explore a different environment compare and contrast with our own Explore some similarities and differences between different religious and cultural communities</p>	<p>Far, world, country, ocean, near far   Travel, transport, similar, difference, environment, community, festival, celebration</p>	

	<p>through festivals linked to children's communities</p> <p><b>Past and present</b></p> <p>Talk about the lives of people around them and compare and contrast – especially parents and grandparents lives and family members who may live in different countries</p> <p>Ongoing stories set in the past and books about important historical figures</p> <p>Children will see how they change over time. They will see how they have grown and changed within their life-times.</p>		
<p><b>Expressive arts and design</b></p>	<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations and explain what they have done.</p> <p>Festivals and celebrations art work Create special memory object to remember FS2 Making sandwiches for celebration events</p> <p>Artist – Benode Behari Mukherjee</p> <p>Music consolidation of skills learned throughout the year.</p> <p>Combine them to make different compositions</p> <p>D&amp;T – Design a photo frame. Make and present to an audience. Children evaluate in a written format.</p>		
<p><b>Enrichment</b></p>	<p>Celebration party at end of term</p> <p>Food festival</p>		