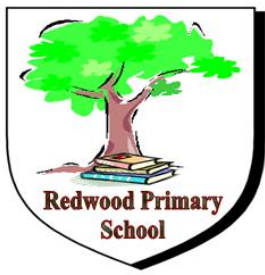




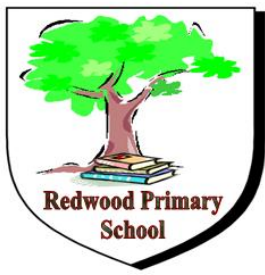
## Redwood Primary School FS2 Autumn 1 Curriculum Map

FS2 Autumn 1	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 Themes</b>	<p><b><u>Bear Necessities</u></b>            Where's My Teddy?            We're Going on a Bear Hunt            The Polar Bear Paddle</p> <p><b><u>Autumn</u></b>            Leaf Man            After the Storm            Autumn Information Books and Poetry</p>		
<b>Communication and Language</b>	<p>Communication and language is at the heart of all that we do. Central to this is daily sharing of stories and rhymes and the development and enrichment of vocabulary both planned through topic work and spontaneously as we work, interact and play together. Children can be at very different stages in their understanding and use of language and we aim to tailor our provision to meet their needs whatever their starting point through skilful modelling and scaffolding.</p> <p>This term our focus will be around:</p> <ul style="list-style-type: none"> <li>• Developing the skill of listening carefully</li> <li>• Following instructions</li> <li>• Using a wider range of vocabulary</li> <li>• Answering "why" questions (as well as "who" "what" and "where")</li> <li>• Using longer sentences</li> </ul> <p>Giving children the space to talk and listen and encouraging them to start conversations with their peers and adults, expressing their needs and feelings and using language as a powerful way of developing their play and interactions with others.</p>		<p>Extending conversations            Continuing to develop and use new vocabulary            Describe events in some detail            Use talk to work out problems and organise thinking</p>



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	Rhymes and songs as a fundamental base for: rhythm, rhyme and phonological awareness; memory and belonging; and confidence and vocabulary. Songs are used for transition times as well as for calming and gaining children's attention.		
<b>Personal, Social and Emotional Development</b>	<p><b>Building relationships</b> Getting to know other children and adults in school including Jigsaw</p> <p><b>Managing self</b> Developing confidence in new situations Including Jigsaw Aut 1 Piece 6</p> <p><b>Self-Regulation</b> Starting to talk about their feelings Understanding of the rules and routines of school Including Jigsaw Aut 1 Piece 2 How am I feeling today? Piece 4</p> <p><b>Plan Do Review</b> Children choose activities in the classroom to help support independence, self-regulation and confidence. Children work with a partner and develop speaking and listening skills. <b>R-time</b> rules and skills to be incorporated during our Plan Do Review partner work and during class time.</p>	<p><b>Building relationships</b> Partner, unique, friend, turn taking, share, kind, feelings, happy, sad, angry</p> <p><b>Managing Self</b> Proud, responsibility, care, listen</p> <p><b>Self-Regulation</b> Routine, emotions, tired, hungry, excited, kind hands, gentle, team work</p>	<p>Children will be able to work with a partner and have built constructive and respectful relationships, considering the feelings of others</p> <p>Children will develop strategies that will help them identify and manage their feelings.</p>
	<p><b>Fine Motor Skills</b> Develop their small motor skills so that they can use a range of tools with</p>		Develop overall body strength and co-ordination.



## Redwood Primary School FS2 Autumn 1 Curriculum Map

<b>Physical Development</b>	<p>increasing control through developing their skills using</p> <p><b>Palmer Arches</b> Loose parts play (e.g. pinecones, sticks, stones etc.), small world, scoops and bowls, threading, play dough including daily Dough Disco sessions.</p> <p><b>Wrist Stability</b> Writing on large pieces of paper, easels, chalk and chalk boards, white boards and pens, chalk on the playground.</p> <p><b>Thumb and Fingers for precision grasping</b> Tweezers, peg board, threading and beads, weaving, play dough tools</p> <p><b>Gross motor skills</b> PE - Fundamentals (see PE curriculum overview): Revise and refine the fundamental movement skills that they already have, developing their core muscle strength and overall body strength Learning different action songs and games Outdoor play in FS garden: digging in the mud kitchen developing arm and shoulder strength; using the equipment in the large sand pit to develop core muscles, balance</p>	<p><b>Fine motor</b> tools, squash, squeeze, twist, pinch, flatten, roll, thread, weave</p> <p><b>Gross Motor</b> Balance, confidence, stack, build. Run, jump, skip, dance hop.</p>	<p>Use core muscle strength Combine different movements Develop the foundations of a fluent handwriting style</p>
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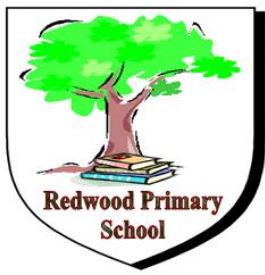
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Literacy	<p>and co-ordination; climbing and sliding on the pirate ship; transporting larger loose parts equipment such as crates and planks; construction, imaginative and block play, transporting and using equipment safely</p> <p>Play on the large playground: Climbing on the trim trail using core muscles and arm strength, space to run; parachute games.</p> <p><b>Daily Sessions to support Gross and Fine motor skills:</b>          Dough Disco          Squiggle while you wiggle          Physical literacy incorporating jumping, crawling, rolling and balancing</p>		
	<p>Daily Literacy sessions focusing on a topic related story. Stories are shared everyday so children are confident and know the story well, enabling deep discussion and retelling.</p> <p>Reading books matched to stage of phonological development. Wordless books with key vocabulary included on stars sent home at the start of the year to</p>	<p>sound          rhyme          read          write          page          word</p>	<p>Read individual letters by saying the sounds for them confidently          Orally blend sounds into words using Fred Talk          Read some RWI Red Words          Form some letters correctly</p>



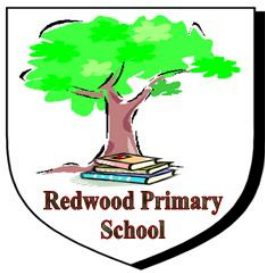
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	<p>encourage language and communication development.</p> <p>Recap of L &amp; S phase 1 within class time, especially aspect 4 alliteration, aspect 3 rhyme, aspect 7 blending and segmenting and conventions of print and writing</p> <p>Immediate launch of phonics, learning RWI set 1 sounds and Fred Talk</p> <p>Mark making for a purpose beginning to use phonic knowledge; this is reiterated during literacy follow up sessions when children participate in a weekly Group Guided Writing session.</p> <p>Writing name – correct formation</p>		<p>Write some words by identifying sounds and writing the corresponding letter/s</p>
<p><b>Maths</b></p>	<p>White Rose scheme – term 1</p> <ul style="list-style-type: none"> <li>• Match, sort and compare</li> <li>• Talk about measure and patterns</li> <li>• It's me 1, 2, 3: focus on finding, subitising and representing numbers 1, 2 and 3.</li> </ul> <p>Mathematical enhancements are included in planning, encouraging children to develop a deep understanding through</p>	<p>Match, same different sort, belong</p>	<p>Explore composition of numbers to 10 Count objects, actions and sounds Subitise confidently Count beyond 10 Recall some number bonds</p>



## Redwood Primary School FS2 Autumn 1 Curriculum Map

Understanding the World	<p>their play. Maths is everywhere, including outside, and practitioners are adept at including mathematical vocabulary and concepts within interactions throughout the setting.</p>		<p>Understand 1 more/1 less Show a deep understanding of pattern</p>
	<p><b>People and communities/Past and present</b> Getting to know you and your family. Familiar adults in school and their role Talk about immediate family and community, people who are familiar, sharing photos of families</p> <p><b>Natural World</b> Autumn Explore natural world around them Effects of changing seasons Describe immediate environment including school grounds and the park Use all senses to explore when outside in play area and wider school grounds/park Explore and learn about autumn animals through stories, videos and pictures</p> <p><b>Field Friday</b> Explore the natural environment within the school and local environment.</p>	<p>Family, community, jobs (names of jobs in school) playground, hall, garden, field, trim trail, entrance, route</p> <p>summer, autumn, season, change smell touch feel see hear</p>	<p>Name and describe familiar people and places Understand that some places are special to different members of the community Recognise similarities and differences between life in this country and other countries. Explore the natural world around them Understand the effect of the changing seasons Compare characters from stories, including those set in the past Use maps</p>



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<b>Expressive Arts and Design</b>	<p>Use a variety of materials and techniques to express ideas &amp; feelings          Developing skills of working collaboratively self-portraits, painting people in family or other familiar adults, creating pieces linked to class identity          Autumn art work – printing, painting using autumn leaves and natural resources to make transient art and other pieces such as leaf necklaces, leaf printing and leaf rubbing          Music - playing instruments – starting and stopping, naming instruments, singing familiar songs as a group and performing as individuals          Develop storylines in pretend play – small world, role play, stage and outdoor provision</p>	<p>colour, line, paint, paper, brush, pencil, pastel, chalk, crayon, collage, glue, cut, stick, draw, print, make, clay, pattern, thick, thin, texture, shape, form, tone,</p>	<p>Refine ideas by returning to their previous work          Create collaboratively          Experience music, talk about their responses          Group and individual singing          Develop storylines in pretend play</p>
<b>Enrichment</b>	<p>Autumn walk to the park          Parents/carers also invited into school for an information evening to help them understand how we teach phonics, maths and writing, giving them to tools to help their children at home</p>		