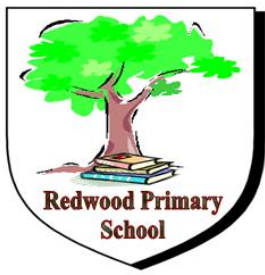


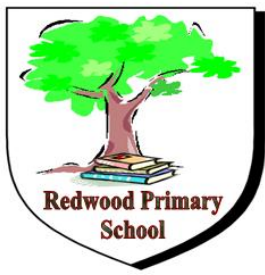
Redwood Primary School FS2 Spring 1 Curriculum Map

FS2 Spring 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?
Topic Themes	<p><u>Off we go!</u> The Train Ride Mrs Armitage on Wheels The Journey home from Grandpa's Duck in a Truck The Big Red Bus The Naughty Bus</p>		
Communication and Language	<p>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. Children will also learn and perform a number of songs for the Nativity performance at Christmas.</p> <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 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"> • Using well formed sentences to plan their play and talk about what they have enjoyed, justifying their ideas, opinions and thoughts • Talking about favourite stories and retelling them in greater detail • Looking at and talking about non-fiction books 		<p>Holding back and forth conversations demonstrating listening skills as well as use of new vocabulary in well formed sentences. Asking questions and explaining their understanding Talk about stories and non-fiction books they</p>



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	<ul style="list-style-type: none"> • Rhymes and songs • Asking questions for themselves • Expressing ideas and thoughts more fully and in longer phrases – adding details and using new vocabulary they have been taught in different contexts 		have read and listened to
Personal, Social and Emotional Development	<p>Managing self Not giving up; developing resilience.</p> <p>Self-Regulation Setting targets for self and persevering to get there. Developing understanding and independence in own health and wellbeing including teethbrushing</p> <p>Building Relationships Making friends, working with Learning Partners and considering the feelings of others</p>	<p>Managing self Resilience, challenge, problem, achievement, tricky, obstacle,</p> <p>Self-Regulation, Persevering, target, award</p> <p>Building Relationships Friends, perspective</p>	<p>Children will be adept at understanding their own feelings and those of those around them, regulating their own behaviour and emotions.</p> <p>Children will confidently try new things and will be able to independently manage their own hygiene and personal needs</p> <p>Children will continue celebrate differences throughout the year and on to Year 1.</p>
	Fine Motor		Negotiating space and obstacles safely



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<p>Physical Development</p>	<p>Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Begin to develop the foundations of a fluent handwriting style using the tripod grip when holding a pencil in nearly all cases. Daily access to 'Funky Fingers' enhanced activities which link closely to the theme of learning. Daily Dough Disco and Squiggle While you Wiggle to develop fine and gross motor skills.</p> <p><i>Pencil control</i> Dot to dots, tracing, colouring, writing areas, chalk and chalk boards, whiteboards and pens, clip boards, regular handwriting and letter formation practise during phonics lessons.</p> <p><i>Bilateral Hand Movements</i> Chalk on tough spots/big chalk boards/outside, large pieces of paper for large scale drawings, using paintbrushes in the water outside. <i>Scissor Skills</i></p>	<p>Fine Motor Trace, formation, control, grip, draw, write</p> <p>Gross Motor balance, co-ordination, agile, equipment, gymnast</p>	<p>Play and move with co-ordination, strength and agility. Draw and write accurately and carefully using a range of tools.</p>
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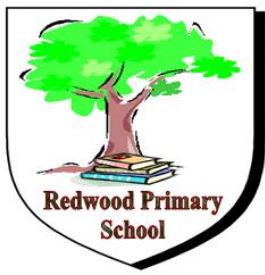
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	<p>Snipping, cutting along a line, cutting around a shape. (encouraged in the creative area and during creative activities)</p> <p>Gross motor PE – Gymnastics – see PE MTP Provision: Children will confidently and safely use a range of equipment indoors. They will develop their overall body strength, balance, co-ordination, balance and agility. Daily Physical Literacy sessions to develop core strength.</p> <p>Daily Physical Literacy focusing on fundamental movements – jumping, crawling, balancing and rolling.</p> <p>Outdoor play in FS area and on playground. Begin to develop confidence and accuracy in a range of ball skills. Trim trail and pirate ship. Use a range of equipment to create own physical challenges, eg balancing on planks, creating bridges.</p>		
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Redwood Primary School FS2 Spring 1 Curriculum Map

<p>Literacy</p>	<p>Daily Literacy lesson focused on our Book of the Week. Linked writing, reading and speaking and listening activities with relevant vocabulary in daily use. Guided writing sessions including initial sounds, CVC words, captions and sentences, both dictated and independently written. Daily stories and rhymes and time to talk about them (see Language and Communication) Reading books matched to stage of phonological development</p> <p>RWI streamed groups, regularly assessed and grouped accordingly. Oral blending and reading CVC words and captions. Mark making and writing for a purpose across the curriculum, writing opportunities across all areas of the classroom, e.g. role-play and small world. Pencil skills and correct letter formation taught in Phonics and guided writing sessions.</p>	<p>Words of the week linked to the weekly text:</p> <p>Strutting Tarpaulin Whizzes Squelch Destination Passenger</p> <p>Discussion and use of synonyms to embed understanding of vocab.</p>	<p>Understanding what they have read, demonstrated through talk, retelling and play using new vocabulary. Read words using sounds they know and blending them together. Use common exception words.</p> <p>Write using correct letter formation, spelling words by identifying sounds and writing the corresponding letters. Writing is able to be read by themselves and others.</p>
	<p>White Rose scheme units</p> <p>Alive in 5: Recognise zero, find, subitise, represent 0-5, 1 more, 1 less,</p>	<p>How many? more, 1 more, most fewer fewest, 1 less, equal, subitise, odd, even, double, halve</p>	<p>Deep understanding of numbers to 10: composition, subitisation and recall</p>



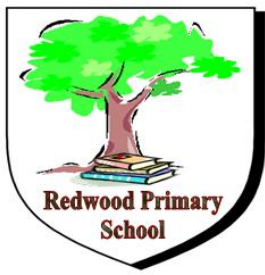
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Maths	<p>composition, conceptual subitising to 5</p> <p>Mass and Capacity: compare mass, find a balance, explore and compare capacity</p> <p>Growing 6, 7, 8: Find and represent 6 7 8; 1 more, 1 less, composition of 6 7 8, pairs odd and even, doubles to 8, combine 2 groups, conceptual subitising</p> <p>Mathematical enhancements are included in planning, encouraging children to develop a deep understanding through their play. Maths is everywhere, including outside, and practitioners are adept at including mathematical vocabulary and concepts within interactions throughout the setting.</p>		<p>of facts such as pairs, doubles, evens and odds and number bonds to 5 and 10. Understanding the pattern of the number system and counting beyond 20, and comparing quantities</p>
	<p>People, culture and communities</p> <p>Using maps to describe a journey using different types of transport linked to the class texts. Explore the</p>	<p>Culture, Lunar, Spring, Map, Old</p>	<p>Knowing and commenting on some similarities between now and the past. Explaining differences between cultural</p>



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<p style="text-align: center;">Understanding the World</p>	<p>Chinese culture through celebration of Lunar New Year.</p> <p>Past and Present Explore some similarities and differences between things in the past and now through books, photos and images of old and new ways of travelling. Begin to understand the past through images and stories about transport; comment and contrast. Explore different vehicles on surfaces and ramps. Children will be given the opportunity to conduct their own experiments both inside and outside the classroom</p> <p>Natural World Observing the change of seasons outside, including talking about the weather changes during Field Friday</p>		<p>celebration from different areas of the world, talking about our immediate environment and comparing to environments in other countries. Understand how the natural world around them changes through the seasons.</p>
		<p>Music – Tuneful Tuesdays, Train/Vehicle songs</p>	<p>Stick, glue, print, draw, colour, rhythm</p>



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<p style="text-align: center;">Expressive Arts and Design</p>	<p>Build on previous designs, refinement, improvement and conversation about what they have done.</p> <p>Transport pictures – collage, print using shapes</p> <p>Maps – adding details in drawings of vehicles</p> <p>Movement - like a train</p> <p>Small world play- transport focus – garages, trains, buses, developing storylines in their pretend play.</p> <p>Music - loud and quiet, fast and slow.</p>		<p>experimenting with colour, design, texture, form and function. Share their creations and explain what they have done.</p>
<p style="text-align: center;">Enrichment</p>	<p>Squiggle while you Wiggle workshop for parents</p> <p>Lunar New Year Celebration Day</p>		