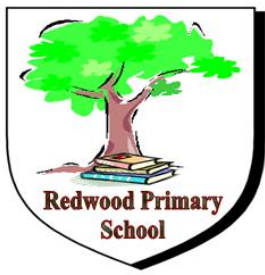


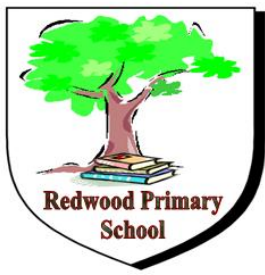
Redwood Primary School FS2 Spring 2 Curriculum Map

FS2 Spring 2	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>Amazing Africa</u> Old Mikamba Had a Farm Handa's Surprise Baby Goes to Market Giraffes Can't Dance Greedy Zebra</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 	<p>have read and listened to</p>	
Personal, Social and Emotional Development	<p>Managing self Being healthy and safe. Children will develop a clearer understanding of what foods are healthy and why. Children will continue to develop an awareness of how to stay safe and healthy.</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, Self-Regulation, Persevering, target, award 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>
	<p>Fine Motor</p>		<p>Negotiating space and obstacles safely</p>



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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. Continue to develop the foundations of a fluent handwriting style using the tripod grip when holding a pencil in nearly all cases. This will be embedded during handwriting sessions x 2 per week, in addition to letter formation during daily RWI Phonics sessions. Daily access to 'Funky Fingers' enhanced activities which link closely to the theme of learning.</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</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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	<p>paintbrushes in the water outside.</p> <p>Scissor Skills 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.</p> <p>Daily Physical Literacy focusing on fundamental movements – jumping, crawling, balancing and rolling - to develop core strength.</p> <p>Daily Squiggle While you Wiggle aids number formation using gross motor skills, including crossing the midline.</p>		
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	<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. Strength development: bike riding, heavy digging in the mud kitchen more controlled digging in the sand pit</p>		
<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, and outcome-differentiated by ability. Daily stories and rhymes and time to talk about them (see Language and Communication) Reading books matched to stage of phonological development. RWI streamed groups, regularly assessed and grouped accordingly. Oral blending and reading CVC words</p>	<p>Words of the week linked to the weekly text: Africa Tangy Curious Bold Glorious 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. Write using correct letter formation, spelling words by identifying sounds and writing the corresponding letters. Writing is able to be</p>



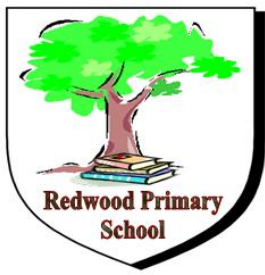
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	<p>and captions. Mark making and writing for a purpose across the curriculum, writing opportunities across all areas of the classroom, e.g. role-play and small world. Pencil skills and correct letter formation taught in Phonics, guided writing and dedicated handwriting sessions.</p>		<p>read by themselves and others.</p>
<p>Maths</p>	<p>White Rose scheme units Length, Height and Time: Explore and compare height; Talk about, order and sequence time. Building 9 and 10: Find, compare, represent 9 and 10. 1 more, 1 less; Composition to 10, bonds to 10, doubles, odd and even Explore 3D shapes: Recognise, find and use 3D shapes</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</p>	<p>Measure, long, short, longer, shorter, hour, minute, second, first, next, then, finally, nine, ten, more, less, fewer, double, odd, even, cube, cuboid, cone, pyramid, sphere, cylinder</p>	<p>Deep understanding of numbers to 10: composition, subitisation and recall 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>



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	concepts within interactions throughout the setting.		
Understanding the World	<p>People, culture and communities</p> <p>Looking at maps and globes to find Africa, Talk about different countries, cultures and traditions within the African continent. Name the 7 continents of the world, name some different African countries. Children will compare the UK and Africa and discuss how they are the same and different. Children will learn about the different animals found in Africa and how they may differ to ones in the UK Talk about the Easter story, participate in some Easter activities.</p> <p>Past and Present</p> <p>Talk about traditions within Africa and compare to modern life in the cities of Africa.</p> <p>Natural World</p>	Africa, continent, country, tradition, map, globe	Knowing and commenting on some similarities between now and the past. Explaining differences between cultural 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.



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	<p>Observing the change of seasons outside, including talking about the weather changes during Field Friday. Children will learn about the different features of Africa – e.g. rainforests, deserts and mountains and compare these to the features of the UK.</p>		
<p>Expressive Arts and Design</p>	<p>Music – Tuneful Tuesdays: songs from Pop UK as well as listening to some traditional African music. Build on previous designs, refinement, improvement and conversation about what they have done. Create collage pictures, thinking about ‘hot’ colours and African animals. Maps – locating Africa Movement - like a different African animal Small world play- African animals and different foods found in Africa; developing storylines in their pretend play. Designing and creating fruit kebabs</p>	<p>Collage, colour, animal, fruit, food,</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>



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<p>Enrichment</p>	<p>Easter Bonnet making and parade with parents Making fruit kebabs Mothers Day cards Easter treats</p>
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