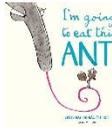


F2 CURRICULUM AUTUMN TERM 2023

Autumn Term 1 7 Weeks	Autumn Term 2 6 Weeks
COMMUNICATION AND LANGUAGE	
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● <i>Understand a question or instruction that has two parts</i> ● Daily routines e.g. tidy up time, challenges... <i>instruction</i> ● <i>Understand 'why' questions</i> ● Why do you think he/she feels...? ● Understand how to listen carefully and why listening is important ● Listen to a set of instructions – 2 steps ● Listen to instructions on how to create shapes and how shapes are joined together to make a simple picture- person, house ● Working in pairs, listen and share their suggestions or thoughts. ● Rules and expectations of the classroom– ● 4 ways to be a good listener- Lola's Listening Rules ● 5 star sitter ● Learn new vocabulary linked to daily routine / theme ● <i>See UW:</i> □ Me and My Family □ Autumn □ Celebrations ● Begin to engage in story time ● Join in with repeated refrains / fill in rhyming words <p>Speaking</p> <ul style="list-style-type: none"> ● Use new vocabulary throughout the day ● Begin to ask questions to find out more and to check they understand what has been said to them ● Model & encourage questions after instructions- using why and how 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Begin to engage in story time <ul style="list-style-type: none"> ⇒ Join in with repeated refrains / fill in rhyming words ▪ Listen to and begin to talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ⇒ Discuss characters, events, setting ... <i>character, happened</i> ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound <ul style="list-style-type: none"> ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) <p>Speaking</p> <ul style="list-style-type: none"> ▪ Begin to articulate their ideas and thoughts in well-formed sentence <ul style="list-style-type: none"> ⇒ Express □ Ideas to friends □ Book talk ▪ Begin to connect one idea or action to another using a range of connectives... <i>because, although, but..</i> ▪ Begin to describe events in some detail ▪ Develop social phrases <ul style="list-style-type: none"> ⇒ Routines of the day ... <i>greetings, How are you?</i> ⇒ Friendship ... <i>Would you like to...?</i> ▪ Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <ul style="list-style-type: none"> ⇒ Focused & linked texts – within small world / role play
PERSONAL, SOCIAL AND EMOTIONAL	
<p>SCARF Me and my relationships (Aut 1)</p> <ul style="list-style-type: none"> ● All about me ● What makes me special ● Me and my special people ● Who can help me? ● My feelings? ● My feelings (2)? 	<p>Valuing difference (Aut 2)</p> <ul style="list-style-type: none"> ● I'm special, you're special ● Same and different ● Same and different families ● Same and different homes ● Kind and caring (1) ● Kind and caring (2)

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PHYSICAL DEVELOPMENT			
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Begin to develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> ⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i> <ul style="list-style-type: none"> ⇒ Real PE – Core (6 lessons) <ul style="list-style-type: none"> ○ Coordination- footwork ○ <i>Static balance- one leg</i> ⇒ Set own physical challenge ... <i>challenge, goal</i> Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Continue to develop 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 <ul style="list-style-type: none"> ⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> ⇒ Letterjoin – 2 sessions a week <ul style="list-style-type: none"> ○ <i>Practical task</i> ○ <i>Worksheet task</i> <ul style="list-style-type: none"> ▪ <i>Handwriting warm up exercises, arm movements</i> ▪ <i>Creating patterns</i> 		<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Begin to develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> ⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i> <ul style="list-style-type: none"> ⇒ Real PE – Core (6 lessons) <ul style="list-style-type: none"> ○ <i>Dynamic balance to agility - jumping and landing</i> ○ <i>Static balance - seated</i> ⇒ Set own physical challenge ... <i>challenge, goal</i> Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Continue to develop 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 <ul style="list-style-type: none"> ⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> ⇒ Letterjoin – 2 sessions a week <ul style="list-style-type: none"> ○ <i>Practical task</i> ○ <i>Worksheet task</i> <ul style="list-style-type: none"> ▪ <i>Handwriting warm up exercises, arm movements</i> ▪ <i>Starting to form letters in cursive style</i> 	
LITERACY			
		LITERACY FOCUS TEXT – WRITING	
<p>Reading</p> <ul style="list-style-type: none"> 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 	 <p>Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Write some or all of their name Write some letters accurately 	 <p>Reading</p> <p>Read individual letters by saying the sounds for them</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic 	<p>Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Write some or all of their name <ul style="list-style-type: none"> • Write some letters accurately

F2 CURRICULUM AUTUMN TERM 2023

		programme		
MATHS				
Number: 3 weeks	2 weeks	2 weeks	3 weeks	Consolidation 1 week
<p>Numbers to 5</p> <ul style="list-style-type: none"> count up to 5 objects reliably understand that numbers can be shown in different representations recognise the numerals 1, 2, 3, 4 and 5 match groups of objects to the correct numeral 	<p>Comparing groups within 5</p> <ul style="list-style-type: none"> identify if a group has more or fewer objects: they can line up objects to check which group has more or fewer; they can say if groups are equal; given an amount, they can show more or fewer with support compare two groups of non-identical objects and match them in order to find out which group has more, fewer or the same 	<p>Shape</p> <ul style="list-style-type: none"> build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid) match 3D shapes to their 2D prints and name each of these regular 2D shapes 	<p>Change within 5</p> <ul style="list-style-type: none"> find one more and one less than a number within 5, and demonstrate this using a five frame and cubes tell first, then, now stories to express one more or one less use the vocabulary one less and one more in the correct context <p>Number bonds within 5</p> <ul style="list-style-type: none"> use the language of wholes and parts use physical differences and number bonds to 5 to split a whole into two parts. 	<p>Space</p> <ul style="list-style-type: none"> use positional and directional language to follow and give instructions
UNDERSTANDING THE WORLD				
<p>All About Me</p> <p>Past and Present</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history <ul style="list-style-type: none"> Draw pictures of themselves as a baby, then toddler and now. Bring in items they had as a baby/ toddler and now –Parent/ child workshop Begin to comment on images of familiar situations in the past <ul style="list-style-type: none"> When Mum and Dad were little ... <i>past, history, long ago</i> <ul style="list-style-type: none"> Have pictures of holidays they went on with their family Compare with pictures of their parents holiday 		<p>Autumn</p> <p>Natural world</p> <ul style="list-style-type: none"> Explore the natural world around them <ul style="list-style-type: none"> Leaves □ sort by shape/size □ begin to identify some local tree species ... <i>nature, natural</i>- Read "What did the tree see?" Go on a leaf hunt- find 5 different leaves. What makes each leaf different? – colour, shape, size Describe what they see, hear and feel whilst outside <ul style="list-style-type: none"> Leaf shape, size & colour- use a range of vocabulary to describe each leaf... <i>shape and colours words e.g. long, spiky, gold, rust, orange</i> 		

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People, Culture & Communities

- Talk about members of their immediate family and community
 - ⇒ Describe family members ... *grandparent, older, younger*
Who is in my family?
 - *Draw pictures of who is in their family*
 - *Have photos of a family time that they can talk about.*
 - ⇒ Understand that there are many different types of families ...*parent, step-sister / brother / mum / dad, similar, different*
 - ⇒ *Make a house picture using colours to represent different members of their family.*
- Name and describe people who are familiar to them

- ⇒ Describe the leaves using their senses
- ⇒ Do they notice anything about leaves that are the same/ different shape?
- Understand the effect of changing seasons on the natural world around them – Autumn into Winter
 - ⇒ Observe / talk about changing □ seasons ... *season, summer, autumn, winter* □
changes in autumn ... *temperature, change, hibernation, darker, weather, wind*

EXPRESSIVE ARTS AND DESIGN

Cre Creating with Materials

- Safely use and explore a variety of materials and tools
- Explore new techniques
 - ⇒ Let the children explore using a wax crayon- making marks. Then show other ways they can use the crayon. Using the outdoor area, let them make some rubbings.
 - ⇒ Explore felt tips, making marks, then making patterns- zig zags, curls, spirals
 - ⇒ Explore chalks- mark making combining the 2 previous techniques
- *Draw with increasing complexity and detail, such as representing a face with a circle and including details*
- *Look at drawing different shapes and strokes- lines, waves, circles, triangle, square*
 - ⇒ *Make a line drawing of themselves using pencil and then pen.*
- *Show different emotions in drawings and paintings*
- *Continue to explore colour and colour mixing.*
 - ⇒ *Paint a self-portrait*
- Talk about new creations
 - ⇒ Using previous techniques create rubbings of leaves and tree trunks
 - ⇒ Make observational drawings of leaves
- Begin to return to and build upon previous learning

Being Imaginative & Expressive

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- Begin to develop storylines in their pretend play
 - ⇒ ***Listen to a range of stories and use the story shelf/ small world to retell the story.***
- Begin to listen attentively, move to and talk about music, expressing their feelings and responses
 - ⇒ How does the music make me feel?
 - ⇒ Charanga-
 - Me! - explore: growing, homes, colour, toys, how I look
 - My Stories - explore: using your imagination, Christmas, Festivals
 - ⇒ 1. Listen and Respond
 - ⇒ 2. Explore and Create - initially using voices only but building to using classroom instruments too
 - ⇒ 3. Singing - nursery rhymes and action songs - building to singing and playing
 - ⇒ 4. Share and Perform