

F2 Long Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Welcome to School</p> <ul style="list-style-type: none"> - Rules and routines - Friendship - Emotions - Family <p>Past and Present</p> <ul style="list-style-type: none"> - Transport - Toys - Ways of life 	<p>Autumn</p> <ul style="list-style-type: none"> - Mini beasts <p>- Autumn weather features</p> <p>Winter Holidays</p> <ul style="list-style-type: none"> - Who celebrates? - Traditions - Assembly 	<p>Wider World</p> <ul style="list-style-type: none"> - NYE in England compared to Chinese New Year <p>Winter</p> <ul style="list-style-type: none"> - Winter weather features <p>Local Area</p> <ul style="list-style-type: none"> - Where do we live? - Features of a city - Maps 	<p>The Countryside</p> <ul style="list-style-type: none"> - Features of a village - City vs. Countryside - Old buildings vs. new <p>Spring</p> <ul style="list-style-type: none"> - Spring weather features - Springtime animals 	<p>Summer</p> <ul style="list-style-type: none"> - Summer weather features - Butterfly lifecycle <p>Superheroes</p> <ul style="list-style-type: none"> - People who help us - Superheroes in our community 	<p>Lifestyles</p> <ul style="list-style-type: none"> - Healthy eating - Oral hygiene - Fun ways to keep fit <p>Summer Holidays</p> <ul style="list-style-type: none"> - Transport - Things to do - UK vs Abroad
Shared Writing Focuses	Name Writing Letter Formation Patterns	Anti-bullying Posters Letters to Santa Christmas Cards	Descriptions of the Gruffalo Designing Maps Valentine's Day Cards	Mother's Day Cards Shopping List of Tea Party Pancake Recipes	Father's Day Cards Designing a superhero Recount Farm Trip	Healthy Eating Poster Travel Itinerates Packing List
Trips/Visitors Linked to Topics.	Grandparents	Cinema Mrs Patel (Diwali talk) Church Botanical Gardens	Local Walk	Newtown Linford Local Shop (for tea party ingredients)	Stonehurst Farm Visit from local 'heroes'	Soft Play
Stories and Texts Linked to Topics / RE / Celebrations to support children in their learning.	<p>Welcome to School</p> <ul style="list-style-type: none"> -Harry and the Dinosaurs go to School(F) -Best Friends, Special Friend (F) -Goat Goes to Playgroup (F) <p>Past and Present</p> <ul style="list-style-type: none"> -My Grandma is Wonderful (F) <p>Black History Month</p> <ul style="list-style-type: none"> -Ready, Steady, Mo! (NF) <p>Rosh Hashanah</p> <ul style="list-style-type: none"> -Rosh Hashanah is Coming (RE) -Celebrate Rosh Hashanah and Yom Kippur (RE) 	<p>Autumn</p> <ul style="list-style-type: none"> -Autumn (NF) -The Best Bug Parade (F) -Insects (NF) -Beetles (NF) -The Very Quiet Cricket (F) <p>Halloween</p> <ul style="list-style-type: none"> -Funny Bones (F) -Winnie the Witch (F) <p>Diwali</p> <ul style="list-style-type: none"> -The Best Diwali Ever (RE) -Diwali (Spot Holidays) (RE) -Rama and Sita: The Story of Diwali (RE) <p>Remembrance Day</p> <ul style="list-style-type: none"> -Where the Poppy's Grow (F) <p>Christmas</p> <ul style="list-style-type: none"> -The Christmas Gift: The Story of the Nativity (RE) -The First Christmas (RE) -Santa Claus has a Busy Night (F) <p>Hanukkah</p> <ul style="list-style-type: none"> -The Night Before Hanukkah (RE) 	<p>Winter</p> <ul style="list-style-type: none"> -All About Winter Weather (NF) -Bella Gets Her Skates On (F) -Owl's Winter Rescue (F) -Little Penguin (F) -Polar Animals (NF) -Elmer in the Snow (F) <p>Chinese New Year</p> <ul style="list-style-type: none"> -Silk Peony, Parade Dragon (F) <p>Local Area</p> <ul style="list-style-type: none"> -Children's History of Leicester (NF) <p>Buddhist New Year</p> <ul style="list-style-type: none"> -Under the Bodhi Tree (RE) -The Yeti and the Jolly Lama (RE) 	<p>The Countryside</p> <ul style="list-style-type: none"> - <p>Spring</p> <ul style="list-style-type: none"> -Living Things (NF) -How Does it Grow: From Seed to Sunflower (NF) -Clouds (NF) -Seasons (Poem) -Who's in the Egg? (F) <p>Lent</p> <ul style="list-style-type: none"> -Mr Wolf's Pancakes (F) <p>Easter</p> <ul style="list-style-type: none"> -How to Catch the Easter Bunny (F) -We're Going on an Egg Hunt (F) -The Story of Easter (RE) <p>World Poetry Day</p> <ul style="list-style-type: none"> -Poem's Out Loud! (Poetry) -Poems to Preform (Poetry) 	<p>Summer</p> <ul style="list-style-type: none"> -Summer (NF) -Sun and Us (NF) -Seasons (Poem) <p>Superheroes</p> <ul style="list-style-type: none"> -Supertato (F) -A Superhero Like You (F) -Helpers in my Community (NF) <p>Vaisakhi</p> <ul style="list-style-type: none"> -Let's Celebrate Vaisakhi (RE) 	<p>Lifestyles</p> <ul style="list-style-type: none"> -Going to the Dentist (F) -Visit to the Dentist (NF) <p>Summer Holidays</p> <ul style="list-style-type: none"> -Holiday Abroad (NF) -The Little House by the Sea (F) -Plush and Tatty on the Beach (F) -World Atlas <p>Eid</p> <ul style="list-style-type: none"> -R is for Ramadan (RE) -In My Mosque (RE)
Core Texts Each story is focused on for approximately half of each half term.	The Colour Monster The Rainbow Fish	Room on the Broom The Snowman	Lost and Found The Gruffalo	The Tiger Who Came to Tea Whatever Next	Supertato What the Ladybird Heard	Where the Wild Things Are Chapter book of choice
RE Children will learn about different religions and cultures throughout the year as they come up.	Rosh Hashanah	Diwali Christmas Hanukkah	Buddhist New Year	Shrove Tuesday Easter	Vaisakhi	Eid
Celebrations and other Holidays	Black History Month Grandparent's Day	Halloween Bonfire Night Remembrance Day Anti-Bullying Week Children in Need	New Year's Eve Chinese New Year Valentine's Day	Mother's Day World Poetry Day	Earth Day Father's Day	Sports Day

F = Fiction
NF = Non Fiction
RE = Religious Education

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PSHE PSHE focuses are covered during provision and through circle time discussions.	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique.	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy Me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships.	Changing Me Coping positively with change.
Phonics Phonics phases begin based on assessment data of when children are ready. Phonics lessons are taught daily.	Phase 1 / Phase 2 In phase 1 phonics, children will develop listening skills, phonological awareness and oral blending and segmenting through mainly adult-led activities, which will be consolidated and reinforced within the language-rich environment and child-initiated learning.	Phase 2 Phase 2 phonics teaches the children the phoneme-grapheme correspondence of the first 19 letters. Using these letters, children will learn to blend and segment and will learn to read vc and cvc words. At Phase 2, children will develop the skill of writing words or making words with magnetic letters/tiles with these initial graphemes.		Phase 2 / Phase 3 Phase 3 introduces 25 new graphemes, including some long vowels. During Phase 3, children will practise writing and making words with consonant digraphs, vowel digraphs and vowel triagraphs. Children will also learn to read and write captions and sentences with these letters.		Phase 3 / Revise A rhyming element has also been incorporated into the Phase 3 long vowel lesson plan to ensure that all children can recognise and generate rhyming words by the end of Reception.
Maths Daily maths lessons are taught linking to each weekly focus.	Matching To be able to identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function.	Time To talk about time in terms of night and day, days of the week and months of the year.	Counting To understand zero as an empty set.	Counting To be able to create number bonds to make 7-10.	Counting On to Add To be able to use counting on as a strategy for addition.	Mass To be able to understand the mass of different objects.
	Sorting To be able to sort by colour, shape, size, texture, orientation and function.	Composition numbers to 5 To know the 1 more than, 1 less than relationship between consecutive whole numbers.	Counting and Ordering To be able to count to 10 forwards and backwards. To understand ordinal numbers and be able to name positions, e.g. first, second, third, etc.	Patterns To be able to copy, continue and create AAB, ABC and AABC patterns.	Counting Forwards and Backwards To be able to count forwards and backwards within 10, To recognise 1 more and 1 less.	Volume and Capacity To be able to describe and compare different capacities.
	Comparing and Ordering To be able to compare and order by size, length and time.	Composition numbers to 5 To be able to represent the numbers 1-5 in different ways.	Counting To represent numbers on a five and ten frame. To match number names to numerals and to representations on ten frames up to 10. To write numbers to 10.	Measuring Length & height To be able to measure end-to-end length, compare lengths and use non-standard units of measurement.	Counting to 20 To be able to count to and from 20.	Money To recognise 1p, 2p, 5p and 10p coins. To pay for items using a combination of these coins. To calculate change from 10p.
	AB Patterns To be able to recognise, extend, create and fix simple AB patterns.	2D Shapes To recognise language associated with 2D shapes, specifically triangles and squares.	Addition To use a counting all strategy to combine two sets up to 10.	Capacity To be able to use the language 'empty', 'full' and 'half full' to describe how much is in a container. To be able to measure the capacity of containers.	Doubling To be able to double numbers 1-5. To be able to recognise doubles and non-doubles.	Data To be able to collect and represent data sets.
	Counting To be able to count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards.	2D Shapes To recognise language associated with 2D shapes, specifically rectangles and circles.	Comparing and ordering To compare quantity. To count on and back to find 1 more and 1 fewer. To be able to order numbers to 10.	2D Shapes To be able to compose 2D shapes using tangrams and pattern blocks.	Halving and Sharing To be able to halve sets of items and even numbers by sharing into 2 equal groups.	All To be able to develop problem-solving skills.
	Counting To be able to compare numbers, order and write numbers to five.	Positional Language To understand and use positional language.	Counting To find number bonds for numbers up to 6.	3D Shapes To be able to recognise 3D shapes and to build with 3D shapes.	Odds and Evens To be able to recognise and understand odd and even numbers.	Word Problems To focus on word problems.
Computing Computing focuses are covered within provision and through occasional whole class discussions.	Collect and Communicate Safesearchkids.com In this unit, the children will learn that the internet is a place to retrieve information. They will think of questions relating to a Topic that they want to find the answers to. They will work with an adult to retrieve the answers from safesearchkids.com.		Communicate 1 Paint In this unit, the children will use a painting app to digitally mark-make. The children will have a go exploring the app's different features to create their own digital designs.	Collect iPad camera In this unit, children will have a go using iPads to take photos and videos.	Code Beebot In this unit, the children will be introduced to using a computer. They will have a go making the BeeBots move in different directions.	Communicate 2 Write In this unit, the children will be introduced to using a computer. They will have an opportunity to use a keyboard to type some letters onto a Word Document.
Music Music is taught weekly as a whole class and continued within provision.	Pulse and Rhythm In this unit, pupils will identify the pulse of a variety of music. They will move their bodies, objects and march to the pulse and explore sounds which are of different lengths. Pupils will create a short piece focusing on the duration of sounds and following the gestures and direction of a conductor.	Voice and Musical Appreciation In this unit, children will be able to sing songs that contain a small range of notes. They will be able to pitch-match a lead vocalist or vocal on a track and perform actions to accompany the songs. Children will also take part in 'repeat after me' songs to assist in developing their listening.	Rhythm In this unit, children will learn a large range of songs to help them learn about tempo, pulse and rhythm. The children will move on to focus on how the syllables in words can be used to formulate simple rhythms and how these can be notated in simple graphical scores using printed images. The unit culminates in a class performance where groups perform their composed ostinato patterns to an audience.	Pitch In this unit, children will explore pitch by carrying out lots of physical movements and experiments with their voices. They will follow graphical representations and use their voices to match the pitch accordingly. They will play games, including a version of hide and seek, using a hidden teddy bear and their voices to find it. The children also get to explore being conductors, leading their groups whilst performing several short pieces which all focus on listening and performing different pitches.	Structure, Form and Technology In this unit, children will learn and sing a variety of nursery rhymes, often with animal themes. The animals in each song will be discussed along with the sounds that those animals make. Children will be introduced to simple technology / apps that allow for voice / sound recordings to be made. Children will explore changing the pitch / tempo of these sounds to recreate animal sounds.	Instruments In this unit, pupils will learn the key features of country music, big band music and beatboxing. They will use features of each genre as a basis for their own 20th Century-style composition. Children will experiment using string instruments, percussion instruments and using their bodies to make noises and sounds that follow along to a rhythm.

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<p>PE PE is taught weekly as a whole class session. Gross and fine motor skills are supported within provision.</p>	<p>Fundamental Movements Children will take part in a variety of activities designed to build listening skills. These include repeat-after-me games, starting and stopping games and games with changing instructions. The purpose being that children begin to realise the importance of following instructions correctly to provide them with an understanding of what they are doing and to keep them safe. Children will also develop spatial awareness and gain experience moving in a variety of ways.</p>	<p>Games 1 In this unit, children will begin handling new equipment such as beanbags, tennis rackets and a variety of different-sized balls. They will be given the opportunity to experiment with the equipment freely before using the equipment to break down specific skills such as rolling, balancing, catching and throwing. In addition, children will continue to build upon their movement and coordination skills through different instruction-based activities that include the new equipment.</p>	<p>Gymnastics In this unit, the children will learn to transfer weight from one body part another. They explore different modes of travel, over some apparatus and levels and in different directions. Eventually they work towards making choices in a simple sequence of movements.</p>	<p>Games 2 Children will be introduced to the concept of competitive games. The children will take part in a variety of races and sport-based competitions to educate them on the importance of good sportsmanship. Children will need to rely on their listening skills to ensure they understand and abide by the set rules of each game. Games will include movement races and activities that involve the equipment that they were introduced to in Games 1.</p>	<p>Introduction to Sports In this unit, children will learn a variety of different team games such as relays, hand-over the-hula hoop and variations of tig and 'stuck in the mud.' Children will learn how to work together as part of a team and build upon their understanding of turn-taking.</p>
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