

# Curriculum Map Fox Class FS2



Class		Year A											
		Autumn Term 1 History and Art		Autumn Term 2 Science		Spring Term 3 Arts – including Music/DT		Spring Term 4 Geography and History		Summer Term 5 Science		Summer Term 6 History and DT	
Fox		Family history/ Art <i>Who am I and where do I come from?</i>		Everyday materials <i>What superpower is needed to change a material?</i>		The arts and D.T. <i>What were The Arts like in the 80s?</i>		Local area – skills and fieldwork <i>Where am I?</i>		Animals, including humans <i>What am I?</i>		Events beyond living memory – significant nationally/globally <i>What happened before I was born?</i>	
Core Texts		"This is me!" George Webster		The Three Little Pigs		Elmer by David McKee		Peepo! Janet and Allan Ahlberg		Billy and the Beast by Nadia Shireen		The Patchwork Quilt by Valerie Flournoy Queen Elizabeth 2	
Linked texts		Significant individuals All Kinds of Families		Different variations of 3 little pigs Non fiction books on materials		Non fiction books on art		Maps and atlases		Non fiction books on animals		Granny's Quilt by Penny Ives Daisy saves the day (Shirley Hughes) The Oak Tree (Julia Donaldson)	
Writing Genres		Labels, lists and captions Oral retelling of story		Instructions Labels, lists and captions Oral retelling of story Poetry - rhymes		Labels, lists and captions Oral retelling of story Information texts [facts]		Labels, lists and captions Oral retelling of story/ written Postcards Poetry – rhymes Information texts [facts]		Information texts [facts] Recount [school trip to zoo] Labels, lists and captions Oral retelling of story/written Poetry – onomatopoeia		Labels, lists and captions Oral retelling of story/ written Information texts [facts]	
PSED <ul style="list-style-type: none"><li>Select and use activities and resources with help when needed</li><li>Develop their sense of responsibility and membership of the community</li><li>Show more confidence in social situations</li><li>Play with one or more children, extending and elaborating play ideas</li><li>Begin to follow rules, understanding why they are important</li><li>Begin to talk to others to solve conflict.</li></ul>						Expressive Arts <ul style="list-style-type: none"><li>Take part in simple pretend play, using an object to represent something else</li><li>Begin to develop more complex stories using small world equipment like animal sets dolls and dolls houses</li><li>Make imaginative and complex small worlds with blocks and construction kits such as cities with different buildings</li><li>Show different emotions in their drawings and paintings</li><li>Explore colour and colour mixing</li><li>Sing a pitch of a tone sung by another person</li><li>Create their own songs or improvise a song around one they already know.</li></ul>							
Physical Education – Movement <ul style="list-style-type: none"><li>Continue to develop their movement, balancing, riding and ball skills</li><li>Go up steps and stairs, or climb up apparatus using alternate feet</li><li>Skip, hop, stand on one leg and hold a pose for a game like musical statues</li><li>Use large muscle movements to wave flags, paint and make marks.</li><li>Use a comfortable grip with good control when holding a pencil</li><li>Start eating independently and learn how to use a knife and fork</li><li>Become increasingly independent as they get dressed and undressed, putting coats on and doing up zips.</li></ul>						Literacy <ul style="list-style-type: none"><li>Understand print has meaning, has different purposes, is read from left to right and has different part</li><li>Can develop a phonological awareness and spot rhymes, count syllables and recognise words with similar initial sounds</li><li>Extend conversations about stories and learn new vocabulary</li><li>Use some of their print and letter knowledge in their early writing</li><li>Write some or all of their name</li><li>Read individual letters by saying the sound.</li></ul>							
Communication & Language <ul style="list-style-type: none"><li>Enjoy listening to longer stories and can remember much of what happens</li><li>Sing a large repertoire of songs</li><li>Develop their communication</li><li>Start a conversation with an adult or peer and continue it for many turns</li><li>Understand how to listen carefully and why listening is important.</li></ul>						Understanding the World <ul style="list-style-type: none"><li>Use all their senses in hands- on exploration of natural objects</li><li>Talk about what they see, using a wide vocabulary</li><li>Begin to make sense of their own life-story and family's history</li><li>Explore how things work</li><li>Develop positive attitudes to about the differences between people.</li></ul>							



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## Mathematical Development

- Develop fast recognition of up to 3 objects, without having to count them (subitising)
- Recite numbers past 5
- Say one number for each item in order: 1, 2 3, 4, 5
- Know that the last number reached when counting objects tells you how many there are in total (cardinal numbers)
- Show 'finger numbers' up to 5
- Match objects to numerals for numbers 1-5
- Experiment with their own symbols and marks as well as numerals
- Develop key skills of counting objects including saying the number in order and matching one number name to each item.

Class	Year B						
	Autumn Term 1 History and DT	Autumn Term 2 Science	Spring Term 3 Art and Music	Spring Term 4 Geography	Summer Term 5 Science	Summer Term 6 Science and DT	
<b>Fox</b>	Life of a significant individual <i>What makes me special?</i>	Everyday materials <i>What can a boat be made out of?</i>	The arts <i>How does Alma Thomas's art make you feel?</i>	Human/physical/ locational geography – comparing places in the world <i>How are places different?</i>	Living Things and their habitats <i>Where does it live?</i>	Plants <i>How do you make your garden grow?</i>	
<b>Core Texts</b>	Because You're You by Stella Gurney	Mr Gumpy's Outing by John Burningham	The Dot by Peter Reynolds	Handa's Surprise by Eileen Browne	Poo in the Zoo by Steve Smallman	Jasper's Beanstalk	
<b>Linked Texts</b>	Significant individuals	Non fiction books on materials	Non fiction books on art	Atlases/maps Katie Morag	Non fiction books on habitats and animals	Jack and the Beanstalk Non fiction books on plants	
<b>Writing genres</b>	Labels, lists and captions Oral retelling of story	Instructions Labels, lists and captions Oral retelling of story Information texts [facts]	Labels, lists and captions Oral retelling of story Information texts [facts] Poetry - rhymes	Labels, lists and captions Oral retelling of story/ written Postcards Poetry - rhymes	Information texts [facts] Recount [school trip to zoo] Labels, lists and captions Oral retelling of story/written Poetry - rhymes	Instructions Labels, lists and captions Oral retelling of story/ written Information texts [facts] Poetry - rhymes	
<b>PSED</b> <ul style="list-style-type: none"> <li>• Select and use activities and resources with help when needed</li> <li>• Develop their sense of responsibility and membership of the community</li> <li>• Show more confidence in social situations</li> <li>• Play with one or more children, extending and elaborating play ideas</li> <li>• Begin to follow rules, understanding why they are important</li> <li>• Begin to talk to others to solve conflict.</li> </ul>				<b>Expressive Arts</b> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else</li> <li>• Begin to develop more complex stories using small world equipment like animal sets dolls and dolls houses</li> <li>• Make imaginative and complex small worlds with blocks and construction kits such as cities with different buildings</li> <li>• Show different emotions in their drawings and paintings</li> <li>• Explore colour and colour mixing</li> <li>• Sing a pitch of a tone sung by another person</li> <li>• Create their own songs or improvise a song around one they already know.</li> </ul>			
<b>Physical Education – Movement</b> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding and ball skills</li> <li>• Go up steps and stairs, or climb up apparatus using alternate feet</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Use large muscle movements to wave flags, paint and make marks.</li> <li>• Use a comfortable grip with good control when holding a pencil</li> <li>• Start eating independently and learn how to use a knife and fork</li> <li>• Become increasingly independent as they get dressed and undressed, putting coats on and doing up zips.</li> </ul>				<b>Literacy</b> <ul style="list-style-type: none"> <li>• Understand print has meaning, has different purposes, is read from left to right and has different part</li> <li>• Can develop a phonological awareness and spot rhymes, count syllables and recognise words with similar initial sounds</li> <li>• Extend conversations about stories and learn new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some or all of their name</li> <li>• Read individual letters by saying the sound.</li> </ul>			



# Curriculum Map Fox Class FS2

<b>Communication &amp; Language</b> <ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens</li><li>• Sing a large repertoire of songs</li><li>• Develop their communication</li><li>• Start a conversation with an adult or peer and continue it for many turns</li><li>• Understand how to listen carefully and why listening is important.</li></ul>	<b>Understanding the World</b> <ul style="list-style-type: none"><li>• Use all their senses in hands- on exploration of natural objects</li><li>• Talk about what they see, using a wide vocabulary</li><li>• Begin to make sense of their own life-story and family's history</li><li>• Explore how things work</li><li>• Develop positive attitudes to about the differences between people.</li></ul>
<b>Mathematical Development</b> <ul style="list-style-type: none"><li>• Develop fast recognition of up to 3 objects, without having to count them (subitising)</li><li>• Recite numbers past 5</li><li>• Say one number for each item in order: 1, 2 3, 4, 5</li><li>• Know that the last number reached when counting objects tells you how many there are in total (cardinal numbers)</li><li>• Show 'finger numbers' up to 5</li><li>• Match objects to numerals for numbers 1-5</li><li>• Experiment with their own symbols and marks as well as numerals</li></ul> <p>Develop key skills of counting objects including saying the number in order and matching one number name to each item.</p>	