


FS2 Curriculum Map 2023-2024

Cycle A		Topic 1	Topic 2		Topic 3	Topic 4	Topic 5
		Geography	History		Design and Technology	History	
Whole School Topic		Megastructures	Remember Remember		Tell Me a Story	Footprints in the Past	Global Citizens Olympics/Global Communities
EY link to Whole School Topic		Homes and Houses Different places to live	Remembrance Celebrations	On a journey Vehicles	Fairy Tales Traditional Tales	Under the Sea The Seaside	Help the planet stay clean Growing Food
Hooks & Stimulus Inc. Visits & Visitors		Visit from parent with a baby Visiting Antarctica in the Immersive space Police Visit	Visit to the cinema Visit to the church Visit to Ice Skating 2 min silence	Bring your scooter/bike to school day	Goldilocks and the 3 Bears story in Immersive Space World Book Day – dress up	Looking Back of family holiday photos Visit to Lifeboat Station Cleethorpes	Visit to Flip & Twist
Parent Engagement		Reading meeting Meet the Teacher Monster Phonics Training Online	Back to school for a bedtime story Parents Evening Craft morning Christmas performance		Mother's Day – invite in a special person Parents Evening Parent Reading morning	Father's Day – invite in a special person	Sports Day Parents Evening
Our Wider Learning		Mental Health Awareness Day Harvest Festival - Dress in Autumnal coloured clothing	Diwali Children in Need Christmas Play	Chinese New Year	Red Nose Day World Book Day World Poetry Day Easter	Eid	Transition to Year 1
Prime Areas	Communication & Language Throughout the year children will:	Listening, Attention & Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
	Physical Development Throughout the year children will:	Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing			Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing		
	PE	Locomotion	Object Control	Body Management	Athletics – running, jumping, throwing	Object Control	Team Games
	Handwriting	Patterns Name writing Lower case letter formation		Lower case letter formation Letter family practice		Digraph and trigraph formation Upper case letter formation	

	PSED Throughout the year children will:	Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.	
Specific Areas	R.E	Myself	People Special to Me	Our Special Books	Our Special Objects	Our Special Places	Our Beautiful World
	Literacy Throughout the year children will:	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate- key events in stories Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes dan poems and during role play		Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words		Writing Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others	
	Phonics						
	Focus Texts	The Blue Penguin (Petr Horacek) A Squash and a Squeeze (Julia Donaldson)	My Mummy is a Soldier (Kerry Bryan) The Train Ride (June Crebbin) Christmas Jolly Postman (Allen Ahlberg)	The Train Ride (June Crebbin) The Naughty Bus (Jan Oke)	Each Peach Pear Plum (Allen Ahlberg) Goldilocks and the Three Bears Paper Dolls (Julia Donaldson) People Day	Billies Bucket (Kes Grey) Tiddler (Julia Donalson)	The Very Hungry Caterpillar (Eric Carl) Yucky Worms (Vivan French) Olivers Vegetables (Vivian French)

	Forms of Writing	Mark making Drawing Name writing	Lists Descriptions Labels	Poems Creative writing	Narrative text Non-narrative text Creative writing Riddle - senses	Narrative text Descriptive text Non-narrative text Creative writing	Narrative text Descriptive text Non-narrative text Persuasive text Creative writing
Specific Areas	Maths is taken from the Development Matters bands supplemented by White Rose Maths & NCTEM Mastering Number						
	Throughout the year children will:	Have a deep understanding of number 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts			Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
	White Rose	Match, Sort and Compare Baseline assessments Matching and sorting objects Identifying sets Creating sorting rules Comparing amounts Talk about Measure and patterns Comparing size, mass and capacity Exploring and creating simple patterns It's Me 1 2 3! Subitising and representing 1, 2 and 3 Composition of 1, 2, 3 One more/one less Circles and Triangles	Circle and triangles Identifying, comparing and naming Shapes in the environment Describing position 1, 2, 3, 4, 5 Finding, subitising, representing and composition of 4 and 5 One more/one less Shapes with Four Sides Identifying, naming, combining shapes with four sides Shapes in the environment Day and night	Alive in 5! Introducing zero Finding, subitising and representing numbers to 5 Composition One more/one less Conceptual subitising to 5 Mass and Capacity Comparing mass Find a balance Exploring and comparing capacity Growing 6,7,8 Find 6,7 and 8 Representing Composition of One more/one less Making pairs odd and even Doubles to eight Combining two groups Conceptual subitising	Length, height and time Exploring and comparing length and height Talk about time Order and sequence time Building 9 & 10 Find 9 & 10 Comparing, representing 9 and 10 Conceptual subitising to 10 One more/one less Composition to 10 Bonds to 10 with two parts arrangements to 10 Bonds to 10 with three parts Doubles to 10 Exploring even and odd Exploring 3D shapes Recognising and naming 3D shapes Finding 2D shapes within 3D shape 3D shapes in the environment Identifying complex patterns Copy and continue patterns	To 20 & Beyond Building numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 20 Verbal counting patterns How many Now? Adding more Taking away Manipulate, compose and decompose Select, rotate, manipulate, compose and decompose shapes Create shape pictures	Sharing and grouping Exploring sharing and grouping Even and odd sharing Play with and build doubles Visualise build and map Find my Pattern Repeating patterns Creating rules Replicate scenes and constructions Visualise from different positions Describe positions Given instructions Explore mapping Create on maps Make Connections Deepen understanding Patterns and relationships
	Mastering Number NETM	Subitising Counting, cardinality and ordinality Composition	Counting, cardinality and ordinality Comparison Composition	Subitising Counting, cardinality and ordinality Composition	Counting, cardinality and ordinality Comparison Composition	Counting, cardinality and ordinality Subitising Composition	Comparison Counting beyond 20 Patterns within numbers to 10

		Comparison		Comparison	Subitising	Comparison	Automatic recall Understanding of numbers to 10 Subitising on a rekenrek
	Understanding the World Throughout the year children will:	Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling		People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories		The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
	Science	Seasons Colour mixing	Freezing and melting Planting	Seasons Floating and sinking	Observations	Seasons Animals Spring babies	Growing Habitats
	History		Children remember celebrations that have taken place in their own lives. They look at how people from other religions traditionally celebrate in their culture.	Children look back at modes of transport from the past. They make comparisons between old and new.		Compare old and new phones. Children will look closely at images of Cleethorpes seaside from the past and compare them with their own recent experiences.	
	People Day	Dame Barbara Hepworth (sculpture)		Wright Brothers (Inventors)	Julia Donaldson (Author) Queen Elizabeth II (Inspirational Women)	Alexander Graham Bell (Inventor)	Jessica Ennis (Athlete)
	Geography	Children will learn what a town and country is. They will recognise some of the differences and similarities between their country and other countries. They draw information from a simple map.					
	Expressive Arts & Design Throughout the year children will:	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories			Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well- known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music		

	Art	Colour mixing	3D Sculpture (Clay)	Printing Techniques	Observational Drawing	Drawing & Collage (Flowers)	3D Sculpture (Modroc)
	DT		Designing, making & evaluating Christmas card.		Children design, make and evaluate, sharing ideas, resources and skills. They construct with a purpose in mind. They understand the concept of critiquing their work to improve the overall outcome. Use a recipe and follow instructions to bake.	Designing, cooking & evaluating a cereal bar and food hygiene	
	Music Charanga	Me!! <ul style="list-style-type: none"> • Listen & Appraise • Explore & Create • Sing • Share & Perform Naming instruments Identifying and maintaining Pulse Creating rhythms Pitch	My Stories <ul style="list-style-type: none"> • Listen & Appraise • Explore & Create • Sing • Share & Perform Naming instruments Identifying and maintaining Pulse Creating rhythms Pitch	Everyone <ul style="list-style-type: none"> • Listen & Appraise • Explore & Create • Sing • Share & Perform Naming instruments Identifying and maintaining Pulse Creating rhythms Pitch	Our World <ul style="list-style-type: none"> • Listen & Appraise • Explore & Create • Sing • Share & Perform Naming instruments Identifying and maintaining Pulse Creating rhythms Pitch	Big Bear Funk <ul style="list-style-type: none"> • Listen & Appraise • Explore & Create • Sing • Share & Perform Naming instruments Identifying and maintaining Pulse Creating rhythms Pitch	Reflect, Rewind & Replay <ul style="list-style-type: none"> • Listen & Appraise • Explore & Create • Sing • Share & Perform Naming instruments Identifying and maintaining Pulse Creating rhythms Pitch