


FS2 Curriculum Map 2024

Cycle B		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Whole School Topic		Our Place in the World		Remember Remember		Remember Remember – British Values		Cracking Ideas		Treasure Seekers		Science/Home and Habitats	
EY link to Whole School Topic		Me and my Friends Ourselves and Our Friends Where I Live		A Time to Remember Remembrance Celebrations		A long Time Ago Great Britain Knights and Castles		Let’s Discover Superhero’s Above and beyond		Times I Treasure Old and New Big Wide World		A Great Place to Dig In the Garden with minibeast Growing Food	
Hooks & Stimulus Inc. Visits & Visitors		Friendship Day Fire Office Visit Visit the immersive space to experience Africa		Visit to the cinema Visit to the church Visit to Ice Skating 2 min silence		Bring your scooter/bike to school day		Visit to the Immersive Space to travel to space		Visit to Flip & Twist Looking Back of family holiday photos		Visit Lifeboat Station in Cleethorpes	
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		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			
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 Rainbow Fish (Marcus Pfister) Handas Surprise (Eileen Browne) (Power of Reading)	Where the Poppies now grow (Hilary Robinson)	There Was an Old Dragon who Swallowed a Knight (Penny Parker Klostermann)	Supertato (Sue Hendra) Way Back Home (Oliver Jeffers)	The Snail and The Whale (Julia Donaldson) (Power of Reading) Commotion in the Ocean (Giles Andreae)	Olivers Vegetables (Vivan French) Mad about Minibeasts (Giles Andreae)
	Forms of Writing	Name writing Lists Sentence writing ‘I can see...’ ‘It is...’	Lists – shopping lists Sentence writing ‘I can see...’ ‘It is...’	Labelling – Castles Non-narrative text – Transport information text	Descriptive text – character description of The Evil Pea Descriptive text – Space	Narrative text – retelling a traditional tale Descriptive text – description of character Snail	Labelling – minibeasts Non-narrative text – recount of the life cycle of a butterfly Non-narrative text –

			Descriptive text – character description of the Rainbow Fish Poetry – collaborative text about Poppies	Poetry – collaborative text about Kigs/Queens/Knights Descriptive text – Wanted posters for missing Dragon	Non-narrative – report on The Evil Pea causing problems Narrative text - Book Making: own version of Supetato Poetry - Mother's Day Poem	Non-narrative text – writing instructions for travelling around the world (Snail/Whale Places) Non-narrative – report on Africa	minibeast information text Non-narrative – instruction writing on how to plant s seed Descriptive text – Olivers veg plot Persuasive text – write a Letter to Oliver
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 ad 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 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 groping 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	Subitising Counting, cardinality and	Counting, cardinality and ordinality	Subitising Counting, cardinality and	Counting, cardinality and ordinality	Counting, cardinality and ordinality	Comparison Counting beyond 20

	NETM	ordinality Composition Comparison	Comparison Composition	ordinality Composition Comparison	Comparison Composition Subitising	Subitising Composition Comparison	Patterns within numbers to 10 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	<ul style="list-style-type: none"> Know and name the external parts of the human body Investigate change & why things happen – ice 	<ul style="list-style-type: none"> Seasonal change – Autumn Investigate change & why things happen – jelly Planting bulbs in Autumn 	<ul style="list-style-type: none"> Seasonal change – Winter Exploring sea creatures and their physical features, behaviour and habitat Investigating ramps/cars – fair test 	<ul style="list-style-type: none"> Seasonal change – Spring To know the names of baby animals Exploring astronauts and rockets that launch 	<ul style="list-style-type: none"> Investigating materials and their properties Explore senses and natural world around them 	<ul style="list-style-type: none"> Seasonal change – Summer Exploring minibests and their physical features, behaviour and habitats Know the life cycle of a Butterfly Planting and growing vegetables
	History <i>Similarities, differences between the past and present and roles in society are explored continuously through book talk</i>	Explore past/present similarities and differences - then/now using photographs and artefacts. Roles in Society and their local area– People who help us		Roles in society – Begin to understand members of the royal family through story stories, nonfiction texts, photographs and role play		Explore past/present similarities and differences Begin to understand about explorers life at sea past and present (old and new lifeboats)	Roles in society through stories know about kings, queens, princes, princesses, castles, palaces and rich and poor, with a focus on traditional fairy tales. Visit to a real castle.
	People Day	Neil Armstrong (Space Leaders)	Royal Family (Famous Britons)		Percy Shaw (inventor/Scientist) Amy Johnson (inspirational Female)	Edmund Hilary (Explorer)	Current Prime Minister (Leaders)
	Geography	Exploring Environments <ul style="list-style-type: none"> Comparing life in other countries through story - 	Map skills – Imaginary maps (The Stickman)	Environments •Where does the King live?	Map skills – drawing simple information from a map	Land & Sea – exploring different environments	Environments • Understanding & following

		Handa's Surprise	<ul style="list-style-type: none"> • Exploring the physical features of woodlands 	<ul style="list-style-type: none"> • What else is in London? • How might we travel there? • How long will it take? 	<ul style="list-style-type: none"> • Paths and routes – recognising features from an aerial view (linked to the route to Finding the Evil Pea) 	<ul style="list-style-type: none"> • Exploring oceans as a habitat and looking at differences between land and sea 	directions <ul style="list-style-type: none"> • Exploring the habitats of minibests
	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 Experimenting with different painting techniques create a painting inspired picture of the Africa.	3D Sculpture (Clay) Exploring modelling and marking clay to create a snail.	Printing Techniques Experimenting with different printing techniques using fruit and vegetables.	Observational Drawing Using different drawing and painting materials to create representations of space.	Drawing & Collage Experimenting with different drawing techniques and mixed media collage to create a under the sea picture.	3D Sculpture (Modroc) Using a variety of mixed media and Modroc to create a piece of treasure.
	DT		Designing, making & evaluating Christmas card with a moving part			Designing, cooking & evaluating a smoothie 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