

Elliston Academy
FS2 Curriculum Map 2024-2025

| Cycle B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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 Minibeasts Growing Food |
| Link to Year 1 | Cleethorpes in the Past Y1/2 A & Fishing Industry 5/6 B | | London & World Trade 5/6 B | Science - Earth and Space 5/6 B | Above and Beyond FS B, Ancient Egypt 3 / 4 B & Mayans 5/6 B | Houses and homes FS A |
| Hooks & Stimulus Inc. Visits & Visitors | Friendship Day Lollipop lady visit Meet a dentist Visit the immersive space | Visit Police Officer 2 min silence Class birthday party Meet a Soldier Nursery Rhyme Week 11.11.24 Christian visitor Margaret Deller | Bring your scooter/bike to - school day Enjoy High Tea | Visit to the immersive space on a spacecraft | Visit to Flip and Twist (Gymnasium) Looking back on family holiday photos | Visit Lifeboat Station in Cleethorpes |
| Parent Engagement | Meet the Teacher Monster Phonics Training Online Tapestry (all year) Dojo (all year) | Back to school for a bedtime story Parents Evening Craft morning Christmas performance | Drawing Club invite Reading Meeting | Mother's Day – invite in a special person Parents Evening | Father's Day – invite in a special person | Sports Day Parents Evening Transition to Year 1 meeting |
| Our Wider Learning | Mental Health Awareness Day Harvest Festival - Dress in Autumnal coloured clothing Dress up – occupations | Diwali Chinese New Year Children in Need Christmas Play | Holi | Red Nose Day World Book Day World Poetry Day Easter | Eid | |
| 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. | | |
| | Nursery Rhymes | 1 Finger 1 Thumb | The Grand Old Duke of York | Wheels on the Bus | 5 Little Ducks | 10 Green Bottles |
| | Physical Development | Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others | | | Fine Motor | |

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| Prime Areas | Throughout the year children will: | Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | | 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 – letter rhymes | | | Lower case letter formation – letter rhymes 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 Introduce people who belong to a religious group Key Vocab Christian Muslim Jew Hindu God Christmas | People Special to Me Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc. Key Vocab Vicar Imam Rabbi Jesus Muhammad God Diwali Chinese New Year | Our Special Books Introduce stories from religions and important books for members of a religious group Key Vocab Bible Qur'an Torah Chinese New Year Holi | Our Special Objects Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc. Key Vocab Cross Prayer beads Prayer mat Easter | Our Special Places Introduce places of worship, e.g. church, mosque Key Vocab Church Mosque Synagogue Eid | Our Beautiful World Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful | |
| | 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 word | | 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 | |
| | 5 Big Reads | Handa's Surprise | The Little Red Hen | The Tiger Who Came to Tea | Supertato | The Gruffalo | Revisit all – link to food | |
| | Phonics | | | | | | | |



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| Focus Texts | Handas Surprise (Eileen Browne) | Where the Poppies now grow (Hilary Robinson) | There Was an Old Dragon who Swallowed a Knight (Penny Parker Klostermann) | Supertato (Sue Hendra) The Way Back Home (Oliver Jeffers) | The Snail and The Whale (Julia Donaldson) 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...' Descriptive text – character description of the Rainbow Fish Poetry – collaborative text about Poppies | Labelling – Castles Non-narrative text – Transport information text Poetry – collaborative text about Kigs/Queens/Knights Descriptive text – Wanted posters for missing Dragon | Descriptive text – character description of The Evil Pea Descriptive text – Space Non-narrative – report on The Evil Pea causing problems Narrative text - Book Making: own version of Supetato Poetry - Mother's Day Poem | Narrative text – retelling a traditional tale Descriptive text – description of character Snail Non-narrative text – writing instructions for travelling around the world (Snail/Whale Places) Non-narrative – report on Africa | Labelling – minibeasts Non-narrative text – recount of the life cycle of a butterfly Non-narrative text – 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 | Circle and triangles Identifying, comparing and naming Shapes in the environment Describing position 1, 2, 3, 4, 5 | Alive in 5! Introducing zero Finding, subitising and representing numbers to 5 Composition One more/one less Conceptual subitising to 5 Mass and Capacity | 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 | To 20 & Beyond Building numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond beyond 20 Verbal counting patterns | Sharing and grouping Exploring sharing and groping Even and odd sharing Play with and build doubles Visualise build and map Find my Pattern |

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| | | <p>Comparing size, mass and capacity</p> <p>Exploring and creating simple patterns</p> <p>It's Me 1 2 3!</p> <p>Subitising and representing 1, 2 and 3</p> <p>Composition of 1, 2, 3</p> <p>One more/one less</p> <p>Circles and Triangles</p> | <p>Finding, subitising, representing and composition of 4 and 5</p> <p>One more/one less</p> <p>Shapes with Four Sides</p> <p>Identifying, naming, combining shapes with four sides</p> <p>Shapes in the environment</p> <p>Day and night</p> | <p>Comparing mass</p> <p>Find a balance</p> <p>Exploring and comparing capacity</p> <p>Growing 6,7,8</p> <p>Find 6,7 and 8</p> <p>Representing</p> <p>Composition of</p> <p>One more/one less</p> <p>Making pairs odd and even</p> <p>Doubles to eight</p> <p>Combining two groups</p> <p>Conceptual subitising</p> | <p>Conceptual subitising to 10</p> <p>One more/one less</p> <p>Composition to 10</p> <p>Bonds to 10 with two parts arrangements to 10</p> <p>Bonds to 10 with three parts</p> <p>Doubles to 10</p> <p>Exploring even and odd</p> <p>Exploring 3D shapes</p> <p>Recognising and naming 3D shapes</p> <p>Finding 2D shapes within 3D shape</p> <p>3D shapes in the environment</p> <p>Identifying complex patterns</p> <p>Copy and continue patterns</p> | <p>How many Now?</p> <p>Adding more</p> <p>Taking away</p> <p>Manipulate, compose and decompose</p> <p>Select, rotate, manipulate, compose and decompose shapes</p> <p>Create shape pictures</p> | <p>Repeating patterns</p> <p>Creating rules</p> <p>Replicate scenes and constructions</p> <p>Visualise from different positions</p> <p>describe positions</p> <p>Given instructions</p> <p>Explore mapping</p> <p>Create on maps</p> <p>Make Connections</p> <p>Deepen understanding</p> <p>Patterns and relationships</p> |
| | <p>Mastering Number NETM</p> | <p>Subitising</p> <p>Counting, cardinality and ordinality</p> <p>Composition</p> <p>Comparison</p> | <p>Counting, cardinality and ordinality</p> <p>Comparison</p> <p>Composition</p> | <p>Subitising</p> <p>Counting, cardinality and ordinality</p> <p>Composition</p> <p>Comparison</p> | <p>Counting, cardinality and ordinality</p> <p>Comparison</p> <p>Composition</p> <p>Subitising</p> | <p>Counting, cardinality and ordinality</p> <p>Subitising</p> <p>Composition</p> <p>Comparison</p> | <p>Comparison</p> <p>Counting beyond 20</p> <p>Patterns within numbers to 10</p> <p>Automatic recall</p> <p>Understanding of numbers to 10</p> <p>Subitising on a rekenrek</p> |
| | <p>Understanding the World Throughout the year children will:</p> | <p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | | <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction texts and maps</p> <p>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</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories</p> | | <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> | |
| | <p>Science</p> | <p>Naming parts of a face</p> <p>Name body parts</p> <p>Materials</p> <p>Seasons</p> <p>Observing, asking questions, investigation, identify and classify</p> | <p>Types of weather</p> <p>Night and day</p> <p>Exploring</p> <p>Dark and light</p> <p>Observing, asking questions, investigation, identify and classify</p> | <p>Push and Pull</p> <p>Magnetics</p> <p>Materials</p> <p>Seasons</p> <p>Observing, asking questions, investigation, identify and classify</p> | <p>Freezing and Melting</p> <p>Heating and Cooling</p> <p>Space</p> <p>Observing, asking questions, investigation, identify and classify</p> | <p>Wind-up toys</p> <p>Pulleys</p> <p>Pegs and boards</p> <p>Seasons</p> <p>Observing, asking questions, investigation, identify and classify</p> | <p>Key features of a Lifecycle</p> <p>Caring for the environment</p> <p>Observing, asking questions, investigation, identify and classify</p> |

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| | History <i>Similarities, differences between the past and present and roles in society are explored continuously through book talk</i> | Me Family Tree | Birthdays Remembrance Day Christmas Celebrations in other religions | Castles Kings and Queens | | Old and New books and toys Favourite family memories | Getting older moving from Reception to Nursery Class |
| | 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 • Comparing life in other countries through story - Handa's Surprise | Map skills – Imaginary maps (The Stickman) • Exploring the physical features of woodlands | Environments • Where does the King live? • What else is in London? • How might we travel there? • How long will it take? | Map skills – drawing simple information from a map • Paths and routes – recognising features from an aerial view (linked to the route to Finding the Evil Pea) | Land & Sea – exploring different environments • Exploring oceans as a habitat and looking at differences between land and sea | Environments • Understanding & following directions • 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 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 flap | | | Designing, cooking & evaluating a smoothie and food hygiene | |
| | Music Charanga | Me!! • Listen & Appraise • Explore & Create • Sing | My Stories • Listen & Appraise • Explore & Create • Sing | Everyone • Listen & Appraise • Explore & Create • Sing | Our World • Listen & Appraise • Explore & Create • Sing | Big Bear Funk • Listen & Appraise • Explore & Create • Sing | Reflect, Rewind & Replay • Listen & Appraise • Explore & Create • Sing |

