

Yearly Overview: Cycle A FS2

| Whole School Subject Focus | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 |
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| | Geography - Megastructures | History – Remember Remember | Design and Technology - Tell me a story | History - Footprints in the Past | Global Citizens Olympics/Global Communities |
| Early Years | <ul style="list-style-type: none"> Homes and Houses Town and Country | <ul style="list-style-type: none"> Celebrations Transport | <ul style="list-style-type: none"> Fairy Tales Traditional Tales | <ul style="list-style-type: none"> The Seaside Seaside in the Past | <ul style="list-style-type: none"> Class Community School Community |
| Cultural Capital and a Sense of Identity | Children will learn some of the ways they unite as a town and as a country. | Children will take a closer look at the traditions that are celebrated as part of their own and other religions. | Children will take a close look at healthy foods and take part in baking. They will experience being bakers and they will discover a variety of new tastes. | Children will visit their local beach and the lifeboat centre. They will learn about volunteers and beach safety. | Children will understand the personal value of being part of a school community and the role the school plays. |
| Communication and Language | Children will understand how to listen carefully and why listening is important. They will engage in storytimes and non-fiction books. | Children will ask questions to find out more and to check they understand what has been said to them. They will begin to describe events in some detail. | Children will retell stories once they have developed a deep understanding of the text. They will use new vocabulary in different contexts. | Children will listen carefully to rhymes and songs, paying attention to how they sound. | Children will articulate ideas in well formed sentences and use talk to help work out problems and organise thinking. |
| PSED | Children manage their own personal hygiene needs. They see themselves as an individual. They will take responsibility for their belongings. | Children talk about the factors that support their overall health and wellbeing. Children manage their own behaviour and accept that there will be a consequence if behaviour isn't acceptable | Children learn the important of following a healthy diet and cleaning their teeth on a twice daily basis. They are able to say why following these routines are important. | Children show resilience and perseverance in the face of a challenge. They build stamina for leaning. | Children identify and moderate their own feelings socially and emotionally and think about the perspective of others. |
| PD | Children will further develop the skills they need to manage the school day i.e lining up, mealtimes. They will develop their fine motor skills so they can use a range of tools competently. | Children will further develop and refine a range of ball skills They will confidently and safely use a range of large and small indoor and outdoor apparatus. | Children will develop overall body strength, co-ordination, balance and agility. Children will further develop their pencil holding technique in order to write effectively. | Children will use their core strength to achieve a good posture when sitting at a table or sitting on the floor. Children will revise the fundamental skills they have already acquired. | Children will develop the foundations of a handwriting style which is fast, accurate and effective. They will progress to move towards a more fluent style of moving, combining different movements with ease and fluency. |
| Literacy | See Monster Phonics programme | See Monster Phonics programme. | See Monster Phonics programme | See Monster Phonics programme | See Monster Phonics programme |
| Maths | See White Rose and NCETM programme. | See White Rose and NCETM programme. | See White Rose and NCETM programme. | See White Rose and NCETM programme. | See White Rose and NCETM programme. |
| Understanding the World | 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. | 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 learn about old and new modes of transport and make comparisons. | Children will compare and contrast characters from stories, including figures from the past. They will think about their favourite stories they have enjoyed from being a baby. They will spend time in their natural environment discovering their 5 senses. | Children will recognise some environments that are different to the one in which they live. Children will talk about members of their family and community and comment on images from the past. | Children will explore the natural environment and what they can hear, see and feel outside. They will experience growing plants, lifecycles and seasons. |
| Expressive Arts and Design | Children listen attentively, move to and talk about music, expressing their feelings and responses. | Children develop storylines in their play. They explore and engage in music making and dance, performing solo or in groups. | 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. | Children watch and talk about dance and performing art, expressing their feelings and responses. | Children sing in a group or on their own, increasingly matching the pitch and following the melody. |
| Core books | The Blue Penguin | My Mummy is a Soldier The Train Ride | Each Peach Pear Plum Goldilocks and the Three Bears | Tiddler | Yucky Worms |

Remembrance is a two week whole-school topic, which is taught at the beginning of November. Other themed weeks such as Science week are also taught during the year. Themed days, based on significant people, are held after every half term and in response to national events.