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| **The Early Years Curriculum** | **FS2 All around Me (Class Texts)** |  |
| **Understanding the World****People, Culture and the Communities****Enquire Geographically*** Ask and answer geographical questions-where have I been? What is there? What do people do there?
* **Mapping:** Look at simple maps of the UK- identify where Grimsby is. Look at simple aerial maps and identify physical and human features of the local different environments.
* **Locate and Identify Physical features:** Locate England, London and Grimsby and the North Sea. Identify the key features of a town (Town Hall, Schools, streets and road network, parks, rivers -Grimsby Docks and Dock Tower. Countryside- Fields, farms, villages. Seaside- Coastline).
* **Physical processes:** Daily weather and seasons.

**Communication and Language****Communicate Geographically**Use simple locational and directional language- (near/far and names of features- shop, park, trees, grass, coastal, countryside).* Listen to stories and respond with appropriate comments and questions, particularly how and why questions
* Use appropriate geographical vocabulary to communicate knowledge
* Use language to organise, sequence and clarify thinking

**The Natural World**Explore the different, familiar plants and flowers in their environment.* To sketch the flower petal shapes and flowers that they see in the environment
* To begin to identify some of the common flowers
* To use some of the recently introduced vocabulary relating to the parts of a plant
* To use flowers to make a picture and take a photograph, identifying the flowers used
* To look after some plants
 | **Personal, Social and Emotional Development** : *Being Me in My World*Jigsaw Programme* Help others to feel welcome
* Try to make our Pre-school community a better place
* Think about everyone’s right to learn
* Care about other people’s feelings
* Work well with others
* Choose to follow the Learning Charter

*.*  RE- Myself* Recognise and understand feelings
* Understand why some things are special/precious
* Establish effective relationships with other children and adults
* Recognise and respond appropriately to key figures in their lives
* Recognise special times and feel good about themselves
* Recognise and respond key religious events throughout the year
* Respond to key elements in religion using their five senses
 | **Expressive Arts and Design- Creating with materials**Impressionism* Exploring colour. Mixing chalk, liquid, pastel, paint colours.
* Short brush strokes, thick paint, mix on the paper.
* Berthe Morisot- Summer’s Day.

Autumn Day* Structures- natural materials- Autumn

**Being Imaginative and Expressive**Exploring natural materials in the role of Stanley from the text Stanley’s Stick |
| **Communication and Language:****Listening, Attention and Understanding:*** Make comments about what they have heard and ask questions to clarify their understanding
* Use conversation to discuss their understanding and develop prediction and reasoning skills

**Literacy: Comprehension:*** To listen to the story and recall the events through drama, pictures and discussion.
* To use their own words and recently introduced vocabulary to retell the story and in the drama
* Using prediction at key events in the story when applicable and appropriate
* To introduce the story within the role play
* To use the recently introduced vocabulary in discussions and play where appropriate.

**Writing:**To describe the marks they have created. |
| **Maths: Match and sort*** Use Natural materials and match and sort
* Match and sort the features of a place- animals at a farm, shells at a beach, lampposts in a town etc
* Colour sorting

**Shape-** Pattern making* Using natural materials to create a pattern.

Thread and make a natural materials bracelet, making a pattern |
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