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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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