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| **The Early Years Curriculum** | **FS2 Family and Friends (Class Texts)** |  |
| **Understanding the World**  **Chronological knowledge and understanding**  Order and sequence familiar events  Use every day language related to time.  Describe stories and order of events, characters, settings.  Talk about past and present events in their lives using the correct tense.   * Order pictures in sequence * Order celebrations in their life in sequence   **Communication and Language**  **Communicate Historically**  Enjoy exploring new vocabulary   * Listen to stories and relate to own experiences, using the correct tense when referring to their experience * Use appropriate historical vocabulary to communicate knowledge * Use language to organise, sequence and clarify thinking   **Historical Enquiry**  Be curious about people and show interest in stories.  To listen in discussions and explain their knowledge and understanding. Begin to ask and answer questions,  Know about similarities, differences, pattern and change.  Recognise and describe special times and events.  Question why things happen and give explanations.   * Changes in their life- in order * Differences between all our experiences   **The Natural World**  Explore the different changes in the environment with the seasonal effects   * To explore the changes in the outside area- photographs * To begin to identify some of the changes * To use some of the recently introduced vocabulary relating to the differences * To identify plants that are deciduous * To look after some plants * Differences in changes in ourselves- life cycle | **Personal, Social and Emotional Development** :  *Celebrating Differences*  Jigsaw Programme   * What Am I Good At? * I’m Special, I’m Me * Families * Houses and Homes * Making Friends * Standing Up for Yourself   So Much : Cooke, Trish, Oxenbury, Helen: Amazon.co.uk: Books*.*      Once There Were Giants by Martin Waddell  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**  Portraits   * Exploring colour. Mixing chalk, liquid, pastel, paint colours. * Different ways to create a portrait * Look at different artists portraits   Autumn Day   * Structures- natural materials- Autumn   **Being Imaginative and Expressive**  Exploring celebrations through Christmas and the Nativity |
| **Communication and Language:**  **Listening, Attention and Understanding:**   * Understand the importance of listening carefully * Learn and use new vocabulary in their discussions   **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 begin to form letters correctly |
| **Maths:**  **Subitise**   * To be able to identify representations of 1,2,3 * To be able to organise amounts to represent numbers   **Comparing –** making comparisons   * Compare amounts of objects * Compare size from baby to now * Compare time |