

# Alderwood Primary School

## Year Group FS2

### Curriculum Overview 2020 - 2021



Areas Of Learning	Theme / Topic	Autumn 1 Whole School Focus: <b>TBC</b>	Autumn 2	Spring 1 Whole School Focus: <b>TBC</b>	Spring 2	Summer 1 Whole School Focus: <b>TBC</b>	Summer 2
		<p><b>I am Super!</b></p> <p>PHSCE Core Values: Respect and Creativity Co-operation</p>	<p><b>Let's Celebrate!</b></p> <p>PHSCE Core Values: Responsibility Kindness</p>	<p><b>They Lived Happily Ever after</b></p> <p>PHSCE Core Values: Trust Fairness</p>	<p><b>In the Garden</b></p> <p>PHSCE Core Values: Fairness Positivity</p>	<p><b>The Space Above</b></p> <p>PHSCE Core Values: Individuality Honesty</p>	<p><b>Home and Away – Families and places.</b></p> <p>PHSCE Core Values: Confidence Enjoyment</p>
PSED	<p><b>Self Conf and Sel Awareness</b></p> <p><b>Managing Feeling and Behaviours</b></p> <p><b>Relationships</b></p>	<p><b>Beginnings</b></p> <p>Settling into a new classroom. Setting routines and expectations</p> <p>Friendships Feelings Happy/sad, lost/found, good/bad</p>	<p><b>Getting On</b></p> <p>Belonging/celebrating similarities and differences Awareness of the beliefs of other people Feelings at different times – dark/light</p>	<p><b>Going for Goals</b></p> <p>Trusting others Awareness of the consequences of actions Caring for each other Friendships Likes &amp; Dislikes</p>	<p><b>Good to be me</b></p> <p>Turn-taking, playing co-operatively and solving conflict  Independence Looking after the environment Right &amp; wrong</p>	<p><b>Relationships</b></p> <p>Honesty Awareness of self-responsibility  Collaboration and Problem Solving  Keeping safe,</p>	<p><b>Changes</b></p> <p>Self confidence in groups  Meeting new people</p>
Communication and Language	<p><b>Listening and Attention</b></p> <p><b>Understanding</b></p> <p><b>Speaking</b></p>	<p>Class discussion skills Opportunities to discuss themselves/families/past events Talking about personal events</p>	<p>Recounts Story time  Class Bear  Describing events Making Predictions</p>	<p>Think, Pair, Share Asking questions – how, why?  Class Bear  Asking Questions</p>	<p>Describing events using past tense accurately  Class Bear  Describing events Making Predictions</p>	<p>Following/giving Instructions  Class Bear  Planning &amp; discussing ideas</p>	<p>Asking/responding to how/why questions  Class Bear  Discuss &amp; describe events, making predictions, solving problems</p>

Physical	<p><b>Moving and Handling - PE</b></p>	<p><b>Compass PE curriculum</b></p> <p><b>MOVEMENT SKILLS</b> JUMPING</p> <p>To be able to ...</p> <ul style="list-style-type: none"> <li>• explore jumping in different directions, at different levels and at different speeds</li> <li>• jump efficiently by applying the basic jumping technique</li> <li>• use our head, arms and feet in unison when jumping</li> <li>• jump for distance and height</li> </ul> <p>Apply: -jumping into a game -hopping in different directions and at different speeds and levels</p> <p><b>MOVEMENT SKILLS</b> WALKING</p> <p>To be able to ...</p> <ul style="list-style-type: none"> <li>• explore walking, by varying speed, direction, and level</li> <li>• learn to walk efficiently by using different parts of the body to create an effective walking technique</li> <li>• walk in different pathways at different speeds and levels</li> </ul>	<p><b>Compass PE curriculum</b></p> <p><b>BALL SKILLS: Hands 1</b> PUSHING, ROLLING AND BOUNCING</p> <p>To be able to ...</p> <ul style="list-style-type: none"> <li>• explore pushing and rolling</li> <li>• understand the meaning of 'control'</li> <li>• manipulate our hands to control ball</li> <li>• explore different ways of bouncing a ball whilst moving into a space</li> </ul> <p>Apply: -rolling, pushing and bouncing ball with teammates. -work as part of a team and understand the importance of this.</p> <p><b>BALL SKILLS: Hands 2</b> THROWING AND CATCHING</p> <p>To be able to...</p> <ul style="list-style-type: none"> <li>• explore throwing</li> <li>• explore throwing underarm</li> <li>• explore throwing overarm</li> <li>• explore rolling</li> <li>• explore stopping a small ball</li> <li>• explore catching</li> </ul>	<p><b>Compass PE curriculum</b></p> <p><b>GYMNASTICS</b> ANIMAL WALKS: Resources: <a href="#">TOP</a> <a href="#">Gymnastics: Hands Feet and alternate feet</a>, also <a href="#">TSS EYFS plans</a>.</p> <p>To be able to...</p> <ul style="list-style-type: none"> <li>• Animal walks: monkey, crab, caterpillar, bunny</li> <li>• Introduction to rolling; rocking on back to stand, pencil and teddy bear.</li> <li>• Introduction to travelling hop, skip, run, jump</li> <li>• Introduction to various pathways</li> <li>• Introduction to balance</li> <li>• Introduction to high</li> <li>• Introduction to low</li> <li>• Introduction to apparatus</li> <li>• move on apparatus safely, following instructions</li> <li>• explore moving around the apparatus by going high, low, over and under</li> </ul> <p>Apply: • -knowledge of the success criteria to comment on peer movements; body tension and extension.</p>	<p><b>Compass PE curriculum</b></p> <p><b>DANCE</b> GOING ON A BEAR HUNT Resources: <a href="#">TSS EYFS plan</a> <a href="#">Dance, Exploring</a>.</p> <p>To be able to...</p> <ul style="list-style-type: none"> <li>• move in sequence-copying basic body patterns and movements.</li> <li>• responding in movement to music using different body parts</li> <li>• create own movements relating to different words</li> <li>• move with a partner</li> </ul> <p>Apply: -simple dance steps and perform in a controlled manner individually and with a partner.</p>	<p><b>Compass PE curriculum</b></p> <p><b>BALL SKILLS: Feet 1</b> FOOTBALL</p> <p>To be able to ...</p> <ul style="list-style-type: none"> <li>• explore moving with a ball at our feet</li> <li>• explore kicking a ball with different parts of the foot</li> <li>• control and stop a ball using only our feet</li> <li>• understand why we need to keep the ball close to us when dribbling</li> <li>• dribble a ball with control</li> <li>• dribble into a space</li> </ul> <p>Apply: -dribbling against an opponent -dribbling competitions</p>	<p><b>Compass PE curriculum</b></p> <p><b>GAMES FOR UNDERSTANDING</b> Resources: <a href="#">TSS EYFS plan: Playground Games</a></p> <p>To be able to...</p> <ul style="list-style-type: none"> <li>• take turns</li> <li>• keep the score</li> <li>• understanding rules: playing by the rules</li> <li>• Avoiding the defender</li> <li>• Preventing the attacker from scoring.</li> <li>• Applying attacking and defending into a game</li> </ul> <p><b>MINDFUL HEALTH RELATED EXERCISE</b> Team Problem Solving/Sports' Day Practice Resources: <a href="#">TSS EYFS Athletics</a></p> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Respond rapidly to a 3, 2, 1 or ready, steady, go count down.</li> <li>• Take a basic 'ready, active' position</li> <li>• Jogs tall with good posture for 1 minute</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>• Demonstrate various jumps in</li> </ul>
----------	--	---	--	--	--	--	--

		<ul style="list-style-type: none"> <li>follow a specific route by following instructions whilst walking</li> <li>develop walking into a controlled marching technique</li> </ul> <p>Apply: -correct walking technique to different games and activities.</p>					<p>response to instructions (height, distance, 2 feet to 2 feet) soft landing, flat footed and knees bent.</p> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>Keep eyes focused on where you want the ball to go; swing arm back to front, keep arm long and relaxed.</li> </ul> <p>Apply: team relays, obstacle race, javelin throw. sprint, hurdles.</p> <p><b>Success Criteria:</b> <b>Identify the social skills needed to become an effective member of a team.</b></p>	
	<b>Health and Self-Care</b>	<b>Developing independence</b> <b>Developing awareness of safety in different places</b> <b>Managing self-care</b>						
Literacy	<b>Reading</b>	<p>Match capitals To lowercase letters</p> <p>Hearing initial sound</p> <p>Linking a few letters to sounds</p> <p>Recognising own Name</p> <p>Recognising a few high frequency words</p>	<p>Recognise familiar words and signs such as logos/symbols</p> <p>Hearing initial sound and know which letters represent some of the Sounds</p> <p>Reading simple CVC words</p> <p>Begin to show understanding of words read</p> <p>Recognising a few high frequency words</p>	<p>Hearing sounds in words and know which letters represent some of the sounds</p> <p>Reading longer words such as CVCC and CCVC</p> <p>Show understanding of words read</p> <p>Read some high frequency words</p> <p>Introduction to reading simple sentences</p>	<p>Hearing sounds in words and know which letters represent the sounds</p> <p>Naming and sounding the letters of the alphabet</p> <p>Reading longer words such as CVCC, CCVC and CCCVC</p> <p>Show understanding of words/sentences read</p> <p>Read some high frequency words</p> <p>Introduction to reading simple sentences</p>	<p>Naming and sounding the letters of the alphabet and some more digraphs</p> <p>Hearing sounds in words and know which letters represent the sounds.</p> <p>Read a range of high frequency words.</p> <p>Reading sentences with some fluency</p> <p>Show understanding of sentences read.</p>	<p>Naming and sounding the letters of the alphabet and some digraphs.</p> <p>Read a range of high frequency words</p> <p>Reading longer words</p> <p>Reading sentences with some fluency, beginning to take note of punctuation.</p> <p>Show understanding of sentences read.</p>	

	<p><b>Writing: incl Poetry Instructions Narrative Recount</b></p>	<p>Hearing and writing initial letters sound.</p> <p>Linking a few letters to sounds</p>	<p>Writing a few high frequency words.</p> <p>Representing sounds as letters, sometimes in a sequence</p> <p>Writing simple CVC words.</p> <p>Introduction to writing simple sentences</p>	<p>Writing a few high frequency words.</p> <p>Writing simple CVC words.</p> <p>Representing sounds as letters in sequences.</p> <p>Writing simple sentences</p>	<p>Writing some high frequency words</p> <p>Writing longer words such as CVCC and CCVC</p> <p>Spelling words ending with double consonants 'zz', 'll', 'ss' and 'ff' correctly</p> <p>Making phonetically plausible attempts at writing words</p> <p>Introduction to writing and reading own simple sentences</p> <p>Introduction to Punctuation</p>	<p>Writing some high frequency words</p> <p>Spelling words ending with double consonants 'zz', 'll', 'ss' and 'ff' correctly</p> <p>Making phonetically plausible attempts at writing words, particularly at sounding out longer words</p> <p>Writing and reading own sentences</p> <p>Showing awareness of different types of writing i.e. stories, letters, instructions etc.</p>	<p>Writing a range of frequency words</p> <p>Making phonetically plausible attempts at writing words, particularly at sounding out longer words</p> <p>Writing and reading own sentences</p> <p>Beginning to use connectives and wow words in writing</p> <p>Showing awareness of different types of writing i.e. stories, letters, instructions etc.</p> <p>Where the Forest Meets the Sea</p> <p>A house for Hermit Crab</p> <p>Billy's Bucket</p> <p>Dougal's deep sea diary</p> <p>Stories from other cultures/countries – represent on the cultures of the families in current class.</p>
	<p><b>Suggested Texts</b></p>	<p>My Five Senses</p> <p>Avocado Baby</p> <p>Augustus and his Smile</p> <p>Colour Me Happy</p> <p>The things I love about Me.</p> <p>All kinds of bodies</p>	<p>Here we come Diwali</p> <p>Welephant – Fire Service story</p> <p>Lighting a lamp</p> <p>Mr Birthday</p> <p>Christmas Stories</p> <p>The Nativity Play</p>	<p>Fill any gaps in learning of traditional tales</p> <p><b>Alterative tales:</b></p> <p>The Clock Tower</p> <p>Goldilocks on CCTV</p> <p>Into the Forest</p> <p>Prince Cinders</p> <p>The True Story of the Three Little Pigs</p>	<p>Caterpillars wish</p> <p>What the ladybird heard</p> <p>Snail Trail</p> <p>The bad-tempered ladybird</p> <p>The Bugliest Bug</p> <p>Edward goes Exploring</p> <p>Non Fiction</p> <p>Life cycle – chicken</p> <p>Teeny weeny tadpole</p> <p>Where is home Pip?</p>	<p>Aliens in Underpants</p> <p>Whatever Next</p> <p>You cant eat a Princess</p> <p>Pie Corbett - Alien landing</p> <p>Space Poems</p>	

**Writing provision to a variety of resources such as :  
Lists, instructions, letters, envelopes, signs, captions, narrative, books, diaries  
Also each area is to have an opportunity to mark make**

Maths	<p><b>Numbers</b></p> <p><b>Shape, space and measures</b></p>	<p><b>Baseline-TBC</b></p> <p><b>Numbers: counting and recognition</b></p> <p>No.s &amp; counting to 10 More &amp; less &amp; comparison</p> <p><b>Shape, space</b></p>	<p><b>Baseline- TBC</b></p> <p><b>Numbers: addition and subtraction</b></p> <p>Comparing numbers and objects</p> <p>No.s &amp; counting to 10</p> <p>Calculating and recording through pictures</p> <p><b>Shape, space and measures:</b></p>	<p><b>Numbers: counting and recognition</b></p> <p>Numbers to 20</p> <p>Presenting data</p> <p>Ordinal numbers</p> <p>Add and Sub No.s &amp; counting to 20 Add &amp; Sub.</p> <p><b>Shape, space and measures:</b></p>	<p><b>Numbers:</b></p> <p>Addition and subtraction</p> <p>Time</p> <p>Numbers to 20, recording</p> <p>Money Patterns</p> <p><b>Shape, space and measures:</b></p>	<p><b>Numbers to 20</b></p> <p>Counting and recognition</p> <p>Addition and subtraction</p> <p>Doubling, halving and sharing</p> <p><b>Shape, space and measures:</b></p>	<p><b>Numbers to 20</b></p> <p>Number bonds</p> <p>Counting on a number line</p> <p><b>Shape, space and measures:</b></p>
-------	---	---	--	---	---	---	---

		<b>and measures:</b> Shapes in the environment	<b>Shape, space and measures:</b> Money Patterns Weight Time Intro. counting and recognition 2D shapes	size, weight and capacity 2D Shapes	3D shape time	Length	position and distance Consolidation/ assessments
Understanding the World (including seasonal change)	<p><b>The world</b></p> <p><b>People and communities</b></p> <p><b>Technology</b></p>	<p>Changes – weather &amp; seasons Materials</p> <p>Health &amp; My Body My Family. Own Lives. Home Life &amp; Trads. Caring and Sharing.</p> <p>Use of ICT Calculators, cassette players, talking tins</p>	<p>Light sources Materials &amp; recycling Uses of light in the past</p> <p>Night &amp; Day Celebrations/ Diwali Christmas Fundraising – Children in Need, Daffodils Planting</p> <p>2paint/2draw Materials &amp; Recycling</p>	<p>Old &amp; New Buildings – How they have changed</p> <p>Types of homes people live in.</p> <p>Chinese New Year</p> <p>Camera /Ipad</p>	<p>Living and Non-Living Life/cycles mini beasts, transformations.</p> <p>Mothers Day/Easter Fundraising – whole school events</p> <p>Beebots</p>	<p>Space, travelling to is space. What is it like? Tim Peake</p> <p>Pollution, weather &amp; Effects Local Area &amp; comparison</p> <p>2 paint / symmetry</p>	<p>Holiday settings Senses - investigations</p> <p>Water Transport/ Pirates Treasure Maps Fathers Day Summer Celebration</p> <p>2 Simple – Story Writing captions</p>
Expressive Arts and Design	<p><b>Exploring and using media and materials</b></p> <p><b>Being imaginative</b></p>	<p>Shape – Self Portrait</p> <p>Jointed Character &amp; Food</p> <p>Rhythm &amp; Intro. To Instruments</p> <p>Ongoing – Singing Familiar and new songs. Responding to diff. Music. Use of props and materials</p>	<p>Colour – Mixing &amp; Collage</p> <p>Joining Skills Construction and Tools</p> <p>Singing</p> <p>Ongoing – Singing Familiar and new songs. Responding to diff. Music. Use of props and materials</p>	<p>Obs. Drawings of houses/ school, Paintings of Places Junk Models – joining skills</p> <p>Instruments to Rhymes &amp; Stories</p> <p>Ongoing – Singing Familiar and new songs. Responding to diff. Music. Use of props and materials</p>	<p>Obs. Drawings of Mini beasts Pattern – Printed Pattern</p> <p>Ladybird and spider creations. Materials and papier mache</p> <p>Dynamics &amp; Timbre</p> <p>Ongoing – Singing Familiar and new songs. Responding to diff. Music. Use of props and materials</p>	<p>Texture/ Textiles Collage/ Weaving</p> <p>Collaborative - large spaceship</p> <p>Tempo</p> <p>Ongoing – Singing Familiar and new songs. Responding to diff. Music. Use of props and materials</p>	<p>Form – Clay Models</p> <p>3D modelling and joining – Design &amp; make a transport model to travel in.</p> <p>Duration</p> <p>Ongoing – Singing Familiar and new songs. Responding to diff. Music. Use of props and materials</p>
	<b>Role Play suggestions</b>	Home	Firework Factory	Castle	Mini Beast Hotel	Space Station	Pirate Ship / Under the Sea / Fish and Chip Shop / Beach Shop

Forest School	<b>Outdoor Learning</b>	Exploring the site, Safety expectations, using tools	Environmental changes Weather, light and dark	Safety expectations Using potato peelers	Habitats –Bird watching / Bird calls	Bug hunts	Safety expectations Fire Pit, Popcorn maker
Educational Visits	<b>Visits and visitors</b>	Road Safety Ann Dentist visitor	Visit from Andrew or Father Brett	Road Safety Ann	Godstone Farm Chicks	Greenwich Observatory	Natural History Museum