

<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• Listen with increasing attention and respond appropriately, to stories and rhymes</li> <li>• Retell a simple past event in correct order</li> <li>• Build vocabulary that reflects a wide range of experiences.</li> <li>• Learn and sing nursery rhymes/Winter songs</li> <li>• Be aware of rhyming words</li> <li>• Responds to instructions involving a two-part sequence.</li> </ul>	<p><b>GREENFIELDS</b> COMMUNITY PRIMARY SCHOOL</p>  <p>Foundation Stage 2 (Reception) Spring I CURRICULUM OVERVIEW</p> <p><b>What if toys were real? (Harry and the Dinosaur stories)</b></p>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Hearing and singing songs and rhymes related to topic (Winter time songs)</li> <li>• Taking digital photographs of their work and play.</li> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.(Harry and the Robots)</li> <li>• Construct with a purpose in mind, making toys and dinosaur worlds.</li> <li>• Begin to adapt work where necessary.</li> </ul>
<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Recognise common high frequency words</li> <li>• Continue Read, Write, Inc.</li> <li>• Continue reading the Oxford Reading scheme</li> <li>• Hear and say initial sound in words and know which letters represent the single sounds.</li> <li>• Writing single sounds</li> <li>• Oral blending of phonemes (Fred Talking sounds)</li> <li>• Use talk to pretend imaginary situations</li> <li>• Writing short sentences in the context of topic.</li> </ul>	<p><b><u>Understanding of the World</u></b></p> <ul style="list-style-type: none"> <li>• Show an awareness of how objects and materials can change e.g. regular cooking opportunities</li> <li>• Performing simple functions on ICT apparatus e.g. mouse control, digital photography, recording sounds, programmable robots, iPad.</li> <li>• Make models using construction toys, junk boxes and card</li> <li>• Discuss their family's Christmas and New Year celebrations</li> <li>• Observe animals and plants in the garden, talking about changes</li> <li>• Show interest in different occupations and ways of life.</li> </ul>	<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Using simple tools to develop fine motor skills e.g. rolling pins, cutters, scissors</li> <li>• Develop awareness of space, of themselves and others, in gymnastics</li> <li>• Climbing on, over, through and around large apparatus</li> <li>• Manage clothing and fasteners when undressing and dressing for Role play/PE/toilet</li> <li>• Using outdoor equipment to climb, slide, pedal, push and pull</li> <li>• Play traditional playground action rhymes and ring games</li> </ul>
<p><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>• Understand and follow classroom rules and behaviour expectations</li> <li>• Understand how important it is to be part of a group/family.</li> <li>• Select, use and take care of resources</li> <li>• Discuss Family routines and customs</li> <li>• Develop some basic strategies for managing fear and upset</li> <li>• Understand how our actions can affect people's feelings</li> <li>• Manage their own personal hygiene</li> <li>• Talk about past and present events in their own lives and in the lives of family members</li> </ul>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Counting on and back from individual numbers, including numbers beyond 20</li> <li>• Counting in sets of 2 and 10</li> <li>• Ordering numbers from 1 – 20 and beyond, saying which number is one more or less than a number</li> <li>• Add and subtract using quantities and objects, recording their answers</li> <li>• Beginning to solve mathematical problems based on their own interests and play</li> <li>• Use everyday language based around money, comparing quantities and solving simple problems.</li> <li>• Use mathematical terms to describe and name "solid" 3D shapes and "flat" 2D shapes</li> </ul>	