

<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. and listen to stories, • Give attention to what others say in small and large groups • Create own stories in their play. • Talk in past, present and future forms. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<p style="text-align: center;">GREENFIELDS COMMUNITY PRIMARY SCHOOL</p>  <p style="text-align: center;">Foundation Stage 2 (Reception) Spring 2 CURRICULUM OVERVIEW What if Old MacDonald lost his animals? (Stories: Pig in a Pond, Fergus, The Naughty Goat, Farm Animals)</p>	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Children to use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. • Children sing songs, make music and dance, and experiment with ways of changing them.
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Recognise common high frequency words • Continue Read, Write, Inc. • Continue reading the Oxford Reading scheme • Oral blending of phonemes (Fred Talking sounds) • Writing short sentences linked to the enquiry topic and personal interests. • Writing for different purposes in play (eg The Farm Shop). 	<p><u>Understanding of the World</u></p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes. • Talk about their own families and understand our similarities and differences. • They select and use technology for particular purposes. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Using simple tools to develop fine motor skills e.g. rolling pins, cutters, scissors • Climbing on, over, through and around large apparatus • Independent dressing for Outdoors, PE, etc. • Begin to talk about ways to be healthy and give reasons why • Using outdoor equipment to climb, slide, pedal, push and pull • Games skills- catching, rolling, bowling, bouncing • Dance/ movement- , Egg Stravaganza • Yoga
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Discuss the effect of their behaviour on other people and the consequences of their actions. Encourage children to find ways to solve conflicts in their own play • Discuss ways we can keep safe in different scenarios e.g. on a visit to the farm • Talk about feelings of characters in stories and their own feelings. Discuss ways to manage feelings • Opportunities to listen to peers and visitors at small group times, to ask appropriate questions, and to share their own knowledge • Review child initiated learning- celebrate what children have done, talk about what they might do better next time and to share ideas with others. Encourage other children to ask questions, make suggestions. 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • Ordering numbers to 20; ordering random numbers • Count in 1s, 2s, 5s and 10s to 100. • Reading numbers to 100 • Addition by counting on to 20; addition of doubles • Subtraction within 20 • Introduce the clock face and o'clock times • Ordering children by height; ordering 3 shapes by size • Introduce the need for standard measures when measuring by length and capacity. Measure length by cubes and vessels by cups. • Describing position of objects e.g. below, above • Completing a repeating pattern of 3 attributes 	