

F2 Topic Overview

Autumn 1	Woodlands	Autumn 2	Frozen	Spring 1	Planets/Out of this world
Why? To support children in becoming familiar with the environment and learn the rules of the woods. To learn more about the creatures their classes are named after and have ownership of their class.		Why? The new frozen movie is coming out and it is expected to be very popular. We can embrace this and use it to our advantage as well as learning about arctic climates and animals and it links to the seasons and Christmas.		Why? Our insiders have talked about space and like to explore new ideas. Some insiders have referred to the different places in the world and it allows us the opportunity to celebrate the variety of places the families are from.	
'Same difference' – Celebrating diversity		'Seven man-made wonders'		'What in the World?' – Current affairs / social action	
Black History		Dragons Den / Enterprise – children produce something to sell at the Christmas fundraiser. Reindeer candy canes		Number Day – based upon a number book linked to the theme (either dinosaurs or planets)	
		Christmas fundraiser – raffle and cake stall after Christmas performances			
Learning areas: C/L – Listening to stories, repeated refrains, following directions, enjoying songs, rhymes and actions.		Learning areas C/L – Listen to stories and respond with relevant comments, questions and actions. Listens and responds to ideas expressed by others. Links statements and sticks to a main theme (Mr Polar Bear story/non-fiction the Arctic)		Learning areas: C/L- children listen attentively in a range of situations. Listen to stories and anticipate events. Respond to what others say with relevant comments, questions or actions. Responds to instructions involving a 2 part sequence.	
PSED – managing feelings and behaviour, learning rules and boundaries, making friends and knowing your friends names,		PSED- confident to try new activities (ice skating). Explains own knowledge and asks questions of others. Show sensitivity to others needs.		PSED – can say why they liked some activities more than others. Will talk in a familiar group. Children talk about how they and others show feelings and talk about their own and others behaviour	
PD – using outdoors, handling tools, writing name, using toilet and washing hands. Usually clean and dry during the day. PE – <ul style="list-style-type: none"> Establishing rules and routines when in the hall. Forms positive relationships with other children and staff. Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, running, jumping, skipping, hopping, galloping. 		PD – begins to form recognisable letters, uses a pencil and holds it effectively to form letters. Shows understanding of how to transport equipment (ice skates and tools/toys in school). Practises some appropriate safety without direct supervision. PE – <ul style="list-style-type: none"> Listens and responds to instructions. Beginning to independently get changed into their PE kids/Uniforms (with support). Can negotiate space successfully. Handles objects safely and with increasing control. Can catch a large ball. 		PD – shows some understanding that good practises with regard to eating, sleeping and hygiene can contribute to good health. Children talk about ways to keep healthy and safe. PE – <ul style="list-style-type: none"> Is becoming more independent in getting changed for PE. Experiments with different ways of moving. Jumps off equipment and lands appropriately. Uses equipment safely. 	

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<ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Beginning to independently get changed into their PE kits/uniform (with support). <p>Listens and responds to instructions.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<ul style="list-style-type: none"> Travels with confidence and skill, around, under, over and through balancing and climbing equipment. <p>Can talk about how their body changes after exercise (feeling hotter, breathing heavy, heart beating faster).</p>
<p>Literacy – looking at books, joining in with stories and repeated refrains. Mark making, initial sounds, beginning to blend. Knows you can retrieve information from books and computers</p>	<p>Literacy – links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses speech influences by their experiences of books. Hears and says initial sounds in words. Begins to break flow of speech into words. Can segment sounds in simple words and blend them together.</p>	<p>Literacy – begins to read sounds and simple sentences. Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Uses clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence. Writes own name and labels and captions. Attempts short sentences.</p>
<p>Maths – recognises numerals 1-5. Counts up to 3 or 4 objects. Counts actions or objects which cannot be moved. Counts objects to 10. Selects the correct numeral to represent 1-10 objects. Orders 2-3 items by length or height. Uses familiar objects and shapes to create to create patterns and models.</p>	<p>Maths – counts an irregular number of objects. Records using marks that they can interpret. Selects a named shape, use mathematical names for 2d and 3d shapes.</p>	<p>Maths - uses the language of more and fewer to compare 2 sets of objects. Finds the total number of items in 2 groups by counting them all. Says the number one more than a given number. Finds one more or less from a group of up to 5 then 10 objects.</p>
<p>UW – Recognises and describes special events for family and friends. Shows interest in the lives of people important to them. Enjoys joining in with routines. Talks about some of the things they have observed.</p>	<p>UW- talks about past and present events in their own lives. Enjoys joining with family customs (Halloween, Diwali, bonfire night, Christmas). Completes a simple programme on the computer.</p>	<p>UW – they know about similarities and differences between themselves and others. They talk about their own environment and how environments vary. Recognise that technology is used in places such as home and school. They can select and use technology for a particular purpose to select and use correct app to record and event (e-safety week). They can describe some actions which people in their own community do that help to maintain the area they live in (recycling, picking up litter)</p>
<p>EAD – drawing and making, making representations, using tools. Plays alongside other children in the same theme</p>	<p>EAD – builds a repertoire of songs and dances, explores sounds of different instruments (rainbow stripes). Experiments with different textures. Creates simple representations of events, people and objects (themselves, polar bear, Santa).</p>	<p>EAD – constructs with a purpose in mind (make a rocket), manipulates materials (fixing objects together to make a rocket). Chooses particular colours for a purpose (colours for a planet). Plays as a group to develop a narrative (going into space). Uses variety of materials (clay Beegu, collage Beegu)</p>

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Trips/visits: Fire service in	Trips/visits: Teddy bear hospital in. Potential ice skating trip	Trips/visits: preschool planetarium show (Wonderdome)
Spring 2 Is a dinosaur a good pet?	Summer 1 Can we grow something as tall as the sky?	Summer 2 Julia Donaldson
Why? Current insiders have a big interest in dinosaurs. Boy heavy cohort so would like to maximise engagement. Many insiders do not know the names of common animals so we could cover this area too.	Why? Perfect time to studying growing, how the woods have changed over the year. Can link with Jack and the beanstalk.	Why? Stories have good BFL links. Insiders know some stories and have enjoyed them. Opportunity to support BFL and school values in readiness for year 1.
'What in the World?' – Current affairs / social action – endangered animals, which we could save? Look at animals who are endangered. Non fiction texts, awareness of animals, where they live and what we can do to look after them	'Fit, healthy, happy' - it took jack 97 seconds to get down the beanstalk how long will it take you, moving in different ways (measure time). The hen lays eggs – what are eggs good for? Different meals using eggs. Happy because he is no longer poor – what would make us happy?	'International Arts' -
Science Day –science activities linked to dinosaurs/space depending on the spring theme week times.	'Outdoor Adventure' build a den for jack in the woods. Make mini beast habitats.	'Say it, sing it, perform it'
Easter trail fundraiser – raffle and Easter hunt		
Learning areas: C/L- They listen to stories accurately, anticipating key events and respond with relevant comments and questions. Give attention to what others say and response appropriately while engaged in another activity. They answer how and why questions.	Learning areas: CL- They use past, present and future forms accurately when talking about events that have happened or in the future (planted, grown, growing). Questions why things happen and gives explanations (because it is sunny, it has water). Uses talk to connect idea, explain and initiate what may happen next, recall and relive past experiences (I planted a bean)	Learning areas: CL – listen to stories and anticipate key events (snail and whale, sharing a shell and other Julia Donaldson). They can listen in a larger group (i. assembly). They can express views about events or characters in the story. They recount experiences (Summer trip) and have a wider range of vocab to express ideas
PSED – They say when they do or don't need help. Talk about own and others behaviour and know some behaviour is unacceptable (anti	PSED – They take account of each other's ideas when organising an activity (dressing up as jack and beanstalk in CP). They are confident to speak	PSED – They are confident to speak in a group. They can talk about plans they have made to carry out activities and adjust them (plan a boat

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<p>bullying week). They understand and follow the rules. They take steps to resolve conflict.</p>	<p>in a familiar group and talk about their ideas and choose resources they need (acting out jack and the beanstalk).</p>	<p>and evaluate). They know how and when to stand up for themselves appropriately. They resolve minor disagreements with a fair solution.</p>
<p>PD – uses a pencil and holds it to form recognisable letters, most of which are correctly formed. They show good control and coordination in large and small movements.</p> <p>PE –</p> <ul style="list-style-type: none"> • Is becoming more independent in getting changed for PE. • Experiments with different ways of moving. • Jumps off equipment and lands appropriately. • Uses equipment safely. • Travels with confidence and skill, around, under, over and through balancing and climbing equipment. • Can talk about how their body changes after exercise (feeling hotter, breathing heavy, heart beating faster). 	<p>PD – Children can control letter size and sports (exceeding children writing group). They talk about ways to keep safe (using the trim trail equipment in PE).</p> <p>PE –</p> <ul style="list-style-type: none"> • Is becoming more independent in getting changed for PE. • Experiments with different ways of moving. • Jumps off equipment and lands appropriately. • Uses equipment safely. • Travels with confidence and skill, around, under, over and through balancing and climbing equipment. • Can talk about how their body changes after exercise (feeling hotter, breathing heavy, heart beating faster). • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Can independently get changed. 	<p>PD – they show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing. They are beginning to write on lines and control letter size. They can make healthy choices and can dress and undress independently (exceeding with buttons and laces). They can manage hygiene and toileting needs.</p> <p>PE-</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Can independently get changed.
<p>Literacy – use phonic knowledge to decode regular words and read them aloud. They read some common irregular words. They demonstrate understanding when talking with others about what they have read. Use phonic knowledge to write words to match spoken sounds. They write simple sentences that can be read by themselves and others.</p>	<p>Literacy - They write simple sentences which can be read by themselves and others. They demonstrate understanding when talking with others about what they have read (jack and the beanstalk). Knows that information can be retrieved from books and computers (researching mini beasts and caterpillar time lapse). They write irregular common words (woodland/red words). They write simple sentences which can be read by themselves and</p>	<p>Literacy – They read simple sentences. They read some common irregular words. They demonstrate understanding when talking with others about what they have read. They read phonically regular words of more than 1 syllable. They can describe main events in a story (story chart showing beginning, middle and end) Some words spelt correctly others phonetically plausible. They write simple sentences which can be read by themselves and others</p>

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	others (rewriting jack and the beanstalk). Some words spelt correctly and others phonetically plausible.	They can spell phonically regular words of more than 1 syllable as well as many irregular words. They use key features of narrative in their own writing.
Maths - Finds the total number of items in 2 groups by counting them all. Says the number one more than a given number. Finds one more or less from a group of up to 5 then 10 objects. In practical activities use vocab associated with addition and subtraction. Using quantities and objects, they add and subtract 2 single digit numbers and count on/back.	Maths – children use every day language to talk about size and weight and quantity (counting and measuring beanstalks and footprints). They solve problems including doubling, halving and sharing (sharing the beans etc.). Estimates how many objects and check by counting them.	Maths – children count reliable with numbers 1-20. They can say 1 more and 1 less than a given number. Using quantities and objects, they add and subtract 2 single digit numbers and count on and back. They solve problems including doubling, halving and sharing. They can solve practical problems that involve combining groups of 2, 5 and 10. They estimate, measure, weigh and compare and order objects (use water tray for maths outside) and talk about properties, position (prepositional language) and time (timed events outside)
UW – They know other children don't always enjoy the same things and are sensitive to this. They make observations of animals and plants and explain why some things occur, and talk about changes. They select and use technology for a purpose. They know the properties of some materials and can suggest some of the purposes they are used for (Science week – 3 little pigs).	UW – children know about similarities and differences between living things (mini beasts, plants etc.). They make observations of plants and talk about why things they occur. Shows care and concerns for living things in the environment.	UW - They can describe some actions which people in their own community do that help to maintain the area they live in (looking after the ocean snail and the whale). They are familiar with basic scientific concepts, floating, sinking and experimentation (boats for snail and the whale).
EAD – understands different media can be combined to make different effects (string print dinosaur, cut out dinosaur with toilet tube legs)	EAD – Children develop own ideas through selecting and using materials and processes that interest them. They explore find out and make decisions about how media can be created and changed (make a really long beanstalk using any object/media)	EAD – International Arts (Snail and the whale big links). Children use what they have learnt about media and materials in original ways. They represent their own ideas, thoughts and feelings through design and each, art, music, dance and role-play. They recognise features of their own and others work – recognising the differences between then and the strengths of others. Say it Sing it Perform it – potentially perform Moana song – how far I go?
Trips/visits: Brookfields, Floraland	Trips/visits: woodthorpe park	Trips/visits: Sherwood pines? (Julia Donaldson trail?)

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Maths may be linked with a theme when appropriate but will not always be linked to a theme. Equally, theme time may also have a maths link and cross curricular approaches are encouraged.