

## All Creatures Great and Small



### Curriculum Overview For Foundation Stage- Summer 2

<u>SUMMER TERM 2</u>		<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<b>Weekly Focus</b>		<b>Dinosaurs</b>	<b>Dinosaurs</b>	<b>Animals</b>	<b>Animals</b>	<b>Farm Animals</b>	<b>Minibeasts</b>	<b>Minibeasts</b>
<b>Focus Text</b>	FS1	Ten Little Dinosaurs By Mike Brownlow	Dinosaur Roar By Henrietta Stickland	Oil stories By Kes Gray	What The Ladybird Heard By Julia Donaldson	Farmyard Hullabaloo By Giles Andreae	Ahhhhh Spider! By Lydia Monks	Mad About Minibeasts By Giles Andreae
<b>Focus Text</b>	FS2	And Tango makes Three Justin Richardson and Peter Parnell	And Tango makes Three Justin Richardson and Peter Parnell	Hairy Maclary from Donaldson Dairy By Lynley Dodd	Hairy Maclary from Donaldson Dairy By Lynley Dodd	Oi Frog! By Kes Gray and Jim Field	Oi Frog! By Kes Gray and Jim Field	Mad About Minibeasts By Giles Andreae
<b>Important Events</b>		FS2 Books in the Woods	Men Behaving Dably	FS2 Cafe FS2 Induction	FS2 Visits FS1 Induction	FS2 transition morning FS1 trip- Thrift Farm	Sports days	Parent Picnic

<b>Communication and Language</b>	<b>FS 1</b>	<p>Answer questions about why something has happened. Use longer sentences and start to link ideas</p> <p>In key worker groups, news telling from holiday.</p> <p>Join in with songs and rhymes</p>	<p>Use talk to organise their play</p> <p>Introduce new role play area</p>	<p>Use longer sentences and start to link ideas</p> <p>Discussions about animals</p> <p>Follow 2 part instructions</p>	<p>Use longer sentences and start to link ideas</p> <p>Communication and Language activities in key worker time</p> <p>Follow 2 part instructions</p>	<p>Building their bank of words and ask meaning of new words and trying to use in context</p> <p>Discussion about the farm</p>	<p>Building their bank of words and ask meaning of new words and trying to use in context</p> <p>Discussion about the farm</p>	<p>Use longer sentences and start to link ideas</p> <p>Discuss learning map- what have we learnt</p>
	<b>FS 2</b>	<p>Building their bank of words and asking meaning of new words and trying to use in context.</p> <p>Learning map- Dinosaurs Prior knowledge, what do we want to learn, questions we want answered. Discuss focus text</p>	<p>Enjoy listening to an increasing range of stories.</p> <p>Describe events in more detail</p> <p>Listening to focus texts and a range of other dinosaur books (fiction, non-fiction etc)</p> <p>Working in talk partners to discuss Men Behaving Dadly activity.</p>	<p>Ask relevant questions in response to what they have heard</p> <p>Learning map- Animals Prior knowledge, what do we want to learn, questions we want answered. Discuss focus text</p>	<p>Making up stories of their own.</p> <p>Retelling of Hairy Maclary- link to Literacy</p>	<p>Use talk to take on different roles during imaginative play</p> <p>Role Play and Hot Seat activities- link to Literacy</p>	<p>Understands simple humour.</p> <p>Learning map- Minibeasts Prior knowledge, what do we want to learn, questions we want answered. Discuss focus text</p> <p>Rhyming Pairs- Literacy link</p>	<p>Use talk to work out problems and organise thinking. Using talk to develop good friendships</p> <p>Problem solving scenarios- PSHE link</p>
<b>Literacy</b>	<b>FS 1</b>	<p>To be able to engage in book talk, eg, author, illustrator and title</p> <p>Recap on parts of the book when reading stories</p>	<p>Recognise written name and hears initial sound</p> <p>Attempts to write their name</p> <p>Focus on names</p>	<p>Recognise written name and hears initial sound</p> <p>Attempts to write their name</p> <p>Focus on names</p>	<p>Give meaning to their marks</p> <p>Making own book about farm animals- picture and mark-make name of animal</p>	<p>Shows awareness of sounds and is able to make sounds</p> <p>Farm animal sounds</p>	<p>To be able to engage in book talk, eg, author, illustrator and title</p> <p>Can express a preference of story and talk about it</p> <p>Discussion about books</p>	<p>To be able to engage in book talk, eg, author, illustrator and title</p> <p>Can express a preference of story and talk about it</p> <p>Discussion about books</p>

	<b>FS 2</b>	Is able to engage in book talk, e.g., author, illustrator, blurb and title  Explores vocabulary and explores the meaning and sounds of new words  Introduce focus text and explore vocabulary	Can segment sounds in simple words and blend them together  Can say phonemes associated with a letter shape  Writing Outcome- New Baby card writing.	Is able to engage in book talk, e.g., author, illustrator, blurb and title  Is aware of the order of a story, beginning, middle and end  Story Sequencing of Hairy Maclary story	Enjoys an increasing range of books  Writes a simple sentence that can be read by themselves and others  Writing outcome- Retelling of Hairy Maclary story	Is able to write graphemes, with correct formation  Can read most HFW and focus words given (Monster Phonics)  Phonics assessments	Can continue a rhyming string  Beginning to write on a line  Writing Outcome- rhyming animal pairs based on Oi! Frog. Writing outcome focus on writing on a line	Explores vocabulary and explores the meaning and sounds of new words  Whole class poetry based on Mlni-beast Poems
<b>Maths</b>	<b>FS 1</b>	Join in with number songs and rhymes, showing some awareness of counting.  Ten Little Dinosaurs	Explore measures, including weight and capacity; weight- heavy, light, capacity- full, empty  Long and short footprints	Counting and recognising numbers to 10. Interest in counting objects, movements, claps  Number recognition using animals	Name simple 2D shapes (square, circle, triangle, rectangle)  Naming and describing 2D shapes	Explore measures, including weight and capacity; weight- heavy, light, capacity- full, empty  Comparison of weight- compare heavy and light objects	Create and extend ABAB patterns  Patterns using farm animals  Begin to subitise with objects up to 3  Photos of animals to subitise	Understand the use of positional language  Describe position of minibeasts
	<b>FS 2</b>	Explore, describe and continue patterns using familiar numbers  Patterns in numbers (2s doubles, 5s and 10s)  Mastering Number W26 Rekenreks	Develop use of Numicon to represent money Solve simple addition and subtraction problems using resources  Adding amounts of money Methods of recording  Mastering Number W27 review and assess ELG Count beyond 20	Count on or back from any given number up to 10 Know 1 more and 1 less for teen numbers  Order numbers to 20 1 more 1 less revisit assessment  Mastering Number W28 review and assess ELG Compare quantities	Develop understanding of the concept of half for objects and amounts by sharing fairly  Halving by sharing fairly  Mastering Number W29 review and assess ELG Explore patterns in numbers	Solve real life problems involving measures  Using time words and ordering events  Mastering Number W30 review and assess ELG Recall of number bonds up to 5, and some to 10	Solve real life problems involving measures  Sports day Problem solving (measures)  Mastering Number W31 review and assess ELG Deep understanding of numbers up to 10	Explore, describe and continue patterns using familiar shapes  Create repeating patterns and explain patterns  Mastering Number Rekenreks review and assess

<b><u>Understanding the world</u></b>	<b>FS 1</b>	<p>Speak about an event which has happened in the past and discuss a future event</p> <p>What are you most looking forward to this half term?</p> <p>Ask questions about objects, events and animals observed in their environment</p> <p>Learning map- what they know about animals and what they would like to learn</p>	<p>Use descriptive terms, such as 'fast', 'slow', 'hot' and 'cold'</p> <p>Obstacle course – go through at different speeds. Ice exploration: ice and warm water. Hot and cold sorting – pictures of sun and snowflakes</p> <p>Speak about an event which has happened in the past and discuss a future event</p> <p>Dinosaurs lived in the past and are extinct. Fossils and dinosaur hunt</p>	<p>Shows interests in different animals and sound they make</p> <p>Animal masks. Match the animal to its sound – jungle, farm and pet</p>	<p>Look closely at similarities, differences, patterns and changes</p> <p>Life cycle of a frog and butterfly – order the pictures. What's the same, what's different? How do these animals change?</p> <p>Through the binoculars PPT.</p>	<p>Ask questions about objects, events and animals observed in their environment</p> <p>Mini beast hunt and second pond visit Farm trip</p> <p>Understand the concept of the world Know where they live – city</p> <p>Farm trip. Lots of opportunities to speak about our trip on the bus and relate to where we live.</p>	<p>Investigate a range of materials and begin to use vocabulary to describe</p> <p>Make a bug hotel using natural materials.</p>	<p>Talk about the daily weather and link to seasons</p> <p>Pack a suitcase for a beach holiday, a camping trip, a trip to the North Pole</p> <p>Discusses why some objects are old and new</p> <p>Classifying objects old and new</p>
	<b>FS 2</b>	<p>Makes observations about objects, events and animals and can answer questions</p> <p>Learning map. All Creatures Great and Small - Dinosaurs</p> <p>Learning focussed around discussion from learning map</p>	<p>• ELG- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Dinosaurs from the past and creatures from now</p>	<p>Understands that animals live in different habitats</p> <p>Animals that live in cold habitats</p> <p>Learning map All Creatures Great and Small - Animals</p> <p>Learning focussed around discussion from learning map</p>	<p>Understands that animals live in different habitats</p> <p>Animals that live in hot habitats</p>	<p>Understands some ideas connected to light and dark – e.g. reflection, nocturnal animals etc</p> <p>Owls/Bats</p> <p>Farm animals</p>	<p>Understands some ideas connected to light and dark – e.g. reflection, nocturnal animals etc</p> <p>Owls/Bats</p> <p>Farm animals</p>	<p>Makes observations about objects, events and animals and can answer questions</p> <p>Lifecycles- The Lifecycle of a butterfly- ordering pictures and words</p> <p>Learning map All Creatures Great and Small - Minibeasts</p> <p>Learning focussed around discussion from learning map</p>

<b><u>Expressive arts and design</u></b>	<b>FS 1</b>	Explore how paint can be manipulated to create a range of effects  Choose colour for a purpose  Exploration with paint and different techniques	Engages in dramatic play with others  Introduce the new role play area- cafe	To use simple tools and techniques competently  Learning to use glue stick, glue and spreaders to join materials  Making homes for animals	To use simple tools and techniques competently  Learning to use glue stick, glue and spreaders to join materials  Making homes for animals	Talk about what they are drawing. Make simple marks based on own experiences  Drawing farm animals from photos and observations on trip.	Engages in dramatic play with others  Role play seaside	Can respond to music with movement and copy simple patterns  Ugly Bug Ball- moving like minibeasts
	<b>FS 2</b>	To use simple tools and techniques competently  Salt dough fossils	Develops the language of colour (secondary colours) and mixes colours to make new colours  Different shades of green for dinosaur printing  Men Behaving Dadly - mindful pebble painting	Responds to pictures, stories and objects with sound  Making musical instruments out of recycled materials	Knows what an artist, illustrator, craft maker and designer are and responds to some of their work Creates a simple collage  David Hockney - Collaborative hot habitat collage	Articulates what they are drawing to an adult  How to draw a horse	Creates a simple collage To use simple tools and techniques competently  Fingerprint worm  String print worm	Uses paints and brushes to make a range of marks – dots, dabs, zigzags, wavy  Minibeast pebble painting  Minibeast antennae headbands
<b><u>Physical Development</u></b>	<b>FS 1</b>	Hold pencil with a tripod grip and has developed a hand preference  Begin to focus on name writing	Hold pencil with a tripod grip and has developed a hand preference  Focus on name writing  Can walk, run and stand on tiptoe  Obstacle course	Will try a range of different foods  Link to snack time, try different fruits and raw vegetables	Can stand on one leg for 3-5 seconds  Can hop on a preferred foot  Physical Development assessment	Do up a zip to the top once started  Coats on for farm visit	Can stand on one leg for 3-5 seconds  Can hop on a preferred foot  Physical Development assessment	Use scissors with increasing control  Put on socks and shoes  Seaside role play

	<b>FS 2</b>	<p><b>PE - Can slide a bean bag towards a target (gross motor)</b></p> <p>Salt dough fossils (Fine motor)</p>	<p><b>PE - Can throw underarm towards a target (gross motor)</b></p> <p>Writes lower case letters correctly (fine motor)</p>	<p><b>PE - Can roll a ball towards a target</b></p> <p>Can bounce and catch a ball with two hands (gross motor)</p> <p>Chop and prepare food for FS2 Cafe (fine motor)</p> <p>Make musical instruments (fine motor)</p>	<p><b>PE - Can control a ball with a dominant foot</b></p> <p>Can move a ball towards a target with foot (gross motor)</p>	<p>Can use large climbing frame with skill and safety (gross motor)</p> <p>Begins to form some capital letters correctly (fine motor)</p>	<p><b>PE - Develops skills needed for Sports Day (gross motor)</b></p> <p>Threading activity- Penne pasta/cheerios worms (fine motor)</p>	<p>Can copy a sequence of actions (gross motor)</p> <p>Concertina paper folding to make minibeast wings (fine motor)</p>
<b><u>Personal, Social and Emotional Development</u></b>	<b>FS 1</b>	<p>Becomes increasingly independent when meeting their own needs ( snack, toileting etc)</p> <p>Recap after holiday</p> <p>Can manage and express their feelings.</p> <p>Colour Monsters</p>	<p>Tidies away toys and clears away things that have been used</p> <p>Helps an adult when asked</p> <p>Focus on tidying up and caring for resources</p>	<p>Understand healthy food choices</p> <p>Discussion at snack time and healthy lunch box/meal</p>	<p>Understand the importance of and how to look after their teeth</p> <p>Revisit how to look after their teeth</p>	<p>Enjoys being part of the wider aspect of school – assemblies, parties</p> <p>Discussion about safety whilst on trip</p>	<p>Can play a game led by an adult</p> <p>Enjoys imaginative play</p> <p>Role play seaside</p>	<p>Enjoys being part of the wider aspect of school – assemblies, parties</p> <p>Whole school Teddy Bear's Picnic</p>
	<b>FS 2</b>	<p>Shares and take turns automatically</p> <p>Finds resolutions without conflict</p> <p>Value of the half term- Co-operation</p> <p>Say please and thank you independently</p>	<p>Makes healthy choices with regard to food, exercise and dental hygiene</p> <p>What is good for your body and your teeth? Knowing how to live a healthy life.</p> <p>Keeping safe from germs</p>	<p>Can manage their own feelings in a range of situations</p> <p>What is good for your mind? Knowing ways to be mindful and promote wellbeing.</p> <p>Daily Mindfulness and sensory breaks.</p>	<p>Can manage and express their own feelings and emotions</p> <p>Expressing your emotions. How does it make you feel?</p>	<p>Can express a range of feelings and emotions</p> <p>Transition activities- Accepting change</p>	<p>Develops relationships with peers and familiar adults</p> <p>How are we different and how are we the same sorting activity</p>	<p>Can manage their own feelings in a range of situations</p> <p>Self-reflection Highlights of the year</p> <p>Makes healthy choices with regard to food, exercise and dental hygiene</p> <p>Internet safety revisit</p>

<b>Role Play</b>	<b>FS 1</b>	Homecorner	Cafe	Cafe	Farm	Farm	Seaside role play	Seaside role play
<b>Role Play</b>	<b>FS 2</b>	Dinosaur Dig	Dinosaur park	Vets	Grooming Parlour	>>>>>>	Outdoor safari	>>>>>>