

**Year F2 - Year overview 2017/18**

Subject	Autumn 1	Autumn 2	Spring 1 4 weeks/4 days	Spring 2 5 weeks	Summer 1	Summer 2
Literacy Talk 4 Write	Lists  On the Way Home <b>T4W</b>  The Little Red Hen <b>T4W</b>  Goldilocks	<b>Recount-Zoo Trip T4W</b>  <b>Non-Fiction Report- Crocodile Model- a zoo animal T4W</b>  <b>Whatever Next T4W</b>	<b>Information Writing- People Who Help Us</b>  Six Dinner Sid <b>T4W</b>	<b>Instructions</b> How to make a pirate's hat <b>T4W</b>  <b>Gruffalo T4W</b>  <b>Descriptions- Pirates</b>	<b>Recount- Farm Trip T4W</b>  Farmer Duck <b>T4W</b>  <b>Instructions</b> -How to plant a bean <b>T4W</b>  Jack and the Beanstalk	Mr Gumpy's Outing <b>T4W</b>  Superhero Stories  <b>Information Text- Minibeasts T4W</b>
Spine T4W Books	<b>Handa's Surprise Rosie's Walk</b>	<b>Goodnight Moon Owl Babies</b>	<b>Recap on texts</b>	<b>Mrs Armitage</b>	<b>Shhh!</b>	<b>Recap on texts</b>
Phonics	Phase 1 Phonics	Phase 2 Phonics	Phase 2	Phase 3 Phonics	Phase 3	Phase 3 Phonics

<p>KTC Inc Shared/ Guided Reading</p>	<p>Teaching of first 12 sight words</p> <p>Rhythmic activities / aware of alliteration</p> <p>Listens and joins in with stories</p> <p>Shows an interest in illustrations / print</p> <p>Making marks for meaning</p> <p>Begin to hear some initial sounds</p>	<p>Teaching of sight words</p> <p>Recognises rhythm / rhyming words</p> <p>Looking at books / joining in with refrains</p> <p>Continue a rhyming string</p> <p>Aware of structure of stories</p> <p>Identifying the initial sounds in words</p> <p>Beginning to link letters / sounds</p> <p>Recognising some words</p> <p>Blending sounds</p> <p>Beginning to read simple words</p>	<p>Phonics</p> <p>Teaching of sight words</p> <p>Predicting / recalling stories</p> <p>Describing different elements of stories</p> <p>Rhyming strings</p> <p>Uses vocab / forms of speech influenced by books</p> <p>Use phonics to decode</p> <p>Begin to use clearly identifiable letters</p> <p>Write own name / captions</p>	<p>Teaching of sight words</p> <p>Using information books</p> <p>Reading &amp; understanding simple sentences</p> <p>Beginning to recognise some common irregular words</p> <p>Attempting to write simple sentences using phonics</p>	<p>Phonics</p> <p>Teaching of sight words</p> <p>Demonstrating understanding of what they have read</p> <p>Writing irregular common words</p> <p>Writing sentences that they &amp; others can read</p>	<p>Teaching of sight words</p> <p>Writing more sentences using phonetically plausible words &amp; knowing some high frequency words</p>
<p>Maths</p>	<p>See attachment</p>	<p>See attachment</p>	<p>See attachment</p>	<p>See attachment</p>	<p>See attachment</p>	<p>See attachment</p>

Knowledge and Understanding of the World	<b>Nursery Rhymes</b> <b>All About Me</b> <b>Food</b> <b>Autumn/Colour</b> Healthy lifestyle & diet. Staying safe - Walks around school/immediate environment - Autumn walk Visit to church to celebrate Harvest Recycling Daffodil bulb planting	<b>Animals</b> <b>Space</b> <b>Light &amp; Dark</b> <b>Christmas/Winter</b> Trip to Zoo Taking care of our outdoor learning environment Trip to a Pantomime	<b>People Who Help Us</b> <b>Transport</b> Recycling material	<b>Pirates</b> <b>Weather</b> <b>Spring/Easter</b> Visits around local environment - Spring walk Recycle/compost	<b>Farm Growing</b> <b>Fairy Tales</b> Planting seeds. Growing our own food	<b>Superheroes</b> <b>Minibeasts</b> <b>Summer</b> Use local environment - grounds, pond, gardens, fields and local park. Forest schools
Technology	E-safety. Introduce parts of a computer. Retrieving Information. Using hardware - Interactive whiteboard/computer with touch screen monitor/ipod/ipad/computer or laptop with mouse/roller ball/Walkie-talkies/radio/ Digital camera, computer/laptop and printer <b>We have confidence</b> <b>We can take turns</b> <b>We are successful</b> <b>We can listen</b>	E-safety. Explore programs. Retrieving Information Using hardware - Computer/laptop with internet connection/ Microwave, digital kitchen scales, computer/laptop, microphone/ Computer/laptop attached to IWB, simple flashing lights, karaoke machine/ Digital camera, computer/iPad, microphone.	E-safety. Electronic communication. Email, Using hardware - hand-held devices, walkie-talkies, sound recording devices. Images, video and animation. Retrieving Information using the internet.	E-safety. Develop keyboard skills. Images, video and animation. Using hardware - Ipad/computer/laptop with sound/video camera Retrieving Information using the internet. <b>We are digital readers</b>	E-safety. Retrieving Information Recording video on the Ipad Using hardware - Digital camera, computer/laptop, microphone/hand held digital microscopes <b>We can blog</b>	E-safety. Retrieving Information Using hardware - Programmable toy such as a Bee-Bot/ Remote controlled toys/ Ipad/talking tins/ digital camera. Consolidate skills learned throughout the year <b>We can</b>

		<p>We can email</p> <p>We can understand instructions</p> <p>We are DJs</p> <p>We have feelings</p>	<p>We are shape makers</p> <p>We can exercise</p> <p>We are healthy</p> <p>We are game players</p>	<p>We are talkers</p> <p>We are film producers</p> <p>We can record sound tracks</p>	<p>We can observe</p> <p>We are healthy</p> <p>We are community members</p>	<p>understand messages</p> <p>We are designers</p> <p>We can count</p> <p>We can drive</p>
Exploring and Using Different Materials and Media	<p>Cutting</p> <p>Printing</p> <p>Observational drawings - sketching</p> <p>Junk Modelling - selecting &amp; joining materials</p> <p>Colour mixing, exploring textures</p>	<p>Cutting</p> <p>Tearing</p> <p>Using a variety of tools</p> <p>Joining and measuring</p>	<p>Cutting</p> <p>Tearing</p> <p>Using a variety of tools</p> <p>Joining and measuring</p>	<p>Finishing</p> <p>Crimping</p> <p>Weaving</p> <p>Pleating</p> <p>Painting</p>	<p>Finishing</p> <p>Crimping</p> <p>Weaving</p> <p>Pleating</p> <p>Painting</p>	<p>Textiles - sew minibeasts.</p> <p>Outdoor weaving/threading, explore design &amp; texture</p>
RE	<p>We are special</p> <p>I belong to the school community</p> <p>School/classroom expectations</p> <p>Harvest</p>	<p>Diwali</p> <p>Christmas - production</p> <p>Christianity - Christmas/Nativity story - special time for Christians</p> <p>Eid</p> <p>Hanukkah</p>	<p>Chinese New</p> <p>Special People</p>	<p>Christianity - Easter story - special time for Christians</p> <p>Special Times</p> <p>Vaisakhi-Sikh</p>	<p>Wesak-Buddhist</p> <p>Special Places</p>	<p>Eid al Fitr-Islam</p>
PSED	<p><b>Being in my World</b> - covers a wide range of topics, including a sense of</p>	<p><b>Celebrating Differences</b> -</p>	<p><b>Goals and Dreams</b> - aims</p>	<p><b>Healthy Me</b> - Emotional health -</p>	<p><b>Relationships</b> - has a wide</p>	<p><b>Changing Me</b> - deals with change</p>

	<p>belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.</p>	<p>focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference'.</p>	<p>to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the</p>	<p>relaxation, being safe, friendships, mental health skills, body image, managing stress, meditation and <b>Physical health</b> - eating a balanced diet, physical activity, rest and relaxation, keeping clean, being safe and first aid</p>	<p>focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and</p>	<p>of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. We think about looking ahead and moving year groups.</p>
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Physical development	Big Moves Dance-Body Parts Gym-Space and Footwork	Big Moves Games-Spatial Awareness Gym-Travelling Body parts	Games-Ball Control Gym Travelling Body parts	Dance-Travelling in different Ways/Weather Gymnastics	Games-Ball Control Games-Sending and Receiving	Revisit
School Values	<b>Co-operation</b>	<b>Respect</b>	<b>Aspiration</b>	<b>Resilience</b>	<b>Honesty</b>	<b>Reflection</b>
Connected Curriculum Unit	All About Me Autumn	Animals	Air Journeys	Water		