**F2 Curriculum Map 2019-2020**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Project** | **Who are you and where do you come from?****Geography** | **What is a Castle and who lives there?****History** | **What lives in your garden?****Science** |
| **Educational Visits** | **Local Visit – Exploring Wath****Yorkshire Wildlife Park** | **Discovery Centre / The Royal Armouries**  | **RSPB / Bee Keeper talk** |
| **PSE** | Making Relationships**: Playing co-operatively, taking turns; showing sensitivity to others’ needs and feelings; forming positive relationships.**Self-Confidence & Self-Awareness: **Developing confidence in choosing activities and talking about their ideas; developing the confidence to speak to others and speak in a group; having a positive view of self and abilities.**Managing Feelings & Behaviour: **Talking about feelings and how we show them; talking about behaviour and its consequences and understanding unacceptable behaviour; working as part of a group; adjusting behaviour to different situations and coping with changes in routine.** |
| **C&L** | Listening & Attention: **Listening attentively in a range of situations; listening and responding to stories; listening and responding appropriately to others.**Understanding: **Following instructions; answering questions about experiences or in response to stories and events.**Speaking: **Expressing self effectively, showing awareness of listener; using correct language to talk about past, present, future events; developing own narratives and explanations.** |
| **Physical** | Health & Self- Care: **Managing own hygiene independently; dressing; healthy eating**Moving & Handling: **fine motor (handling tools and equipment); exploring different movements; climbing, balancing; use of space; moving with control / co-ordination** |
| **Writing** | Name writing / ‘Who am I’ sentences.‘What do I look like’ sentences. My family – labelling and describing Labelling buildings and features of Wath. My body (labelling) / ‘I can…’ sentences.Feelings - describing / ‘I feel…when…’ ‘I like…’ sentences Friend - labelling and describing friends / ‘My friend is…because’ sentences.Arctic animals / Tigers / Pandas – information sentence writingSnow Bear – story sequencingTiger story – what could Tiger see, smell, hear? changes from baby to adult tiger | What is a castle? – A castle is… / has… Labelling castles.Fact sentences about castles.Story sequencing / character descriptions – Jack & the Beanstalk charactersWho lives in a castle? (fiction characters – Cinderella, Sleeping Beauty, Rapunzel, giants, dragons etc.)Who lives / works in a castle? (non-fiction)Why did / do people live in castles?How have castles changed? (castles past and present – a focus castle)Local History – Conisbrough Castle Why did people build castles?  | Minibeast description / comparison Minibeast fact sentences Minibeast riddles – What am I?In my garden there is… sentencesLabelling / describing plantsInstructions – how to plant a seedLabelling / describing fruit and vegetables / healthy eatingThe Enormous Turnip - Story retell Bee facts / descriptions – information leaflets about bees / conservationInstructions – How to make a honey sandwichFact writing about garden wildlife – birds, mammals (hedgehogs, squirrels) |
| **Reading****Class Books** | Harry and The Dinosaurs Go to School.But Martin!Goldilocks and The Three BearsFunnybonesHow do you feel?TogetherBlossom and BooArctic non-fictionSnow BearIndia non- fictionTiger Story / Tiger in the GardenChina non-fictionBaby Panda | Non-fiction texts - castles / people who live / work in castles (My Very First Castles Book; Usborne Castles / Knights); Traditional / Fairy Tales – Jack and the Beanstalk / Cinderella / Rapunzel / Princess and the Pea / Sleeping Beauty Castle information PowerPoints | The Very Hungry CaterpillarOliver’s VegetablesPeter RabbitMinibeast non-fictionThe Tiny SeedMy flower, Your flowerPlant / growing non-fictionThe Enormous TurnipBee – Nature’s Tiny Miracle / The Very Busy BeeGarden wildlife (animals) – non-fiction |
| **Mathematics** | Counting objects, matching number to quantities.2D / 3D ShapesComparing groups of objects (more / fewer)Number ordering One more / One lessAddition / Subtraction Pattern – repeating patterns (describing / continuing)Measuring (describing and comparing) - weight, length, heightTime (ordering of daily routines)Positional / Directional LanguageMoney | Counting objects, matching number to quantitySharing and halving; doubles2D / 3D ShapesComparing groups of objects (more / fewer)Number ordering One more / One lessAddition / Subtraction – counting on and backPattern – repeating patterns (describing / making)Measuring (comparing) – weight, length, distance, height, capacityTime (measuring time – counting, sand timers)Positional / Directional LanguageMoney | Counting objects - in groups (2s, 5s 10’s)Sharing (in groups) Doubling and halving2D / 3D ShapesComparing groups of objects (how many more / fewer?)Number ordering One more / One lessAddition / Subtraction – counting on and backPattern – repeating patterns (making)Measuring (finding ways to measure) - weight, length, distance, height, capacityTime (measuring time - clocks) Money |
| **Und. the World** | Exploring similarities & differences between ourselves and our families; exploring where we live (our homes / Wath) Exploring similarities and differences between different places (Arctic / India / China)Observing different animals from around the world.Exploring different customs and beliefs from around the world including food.Using and interacting with technology – ipads, smartboard, computer programs | Understanding the different ways in which people live and lived in the past. Understanding why things were different in the past and why / how things have changed. Using technology to record events in learning / significant events.  | Notices similarities and differences in living things.Make observations of animals and plants.Understanding and explaining growth and change and decay.Looking after the world (human activity affecting the world) - bee conservationUsing technology to record events in learning / significant events. |
| **Expressive Arts & Design** | Shape DinosaursDecorated Name Cards Painting Self PortraitsFamily PortraitsRole Play ‘In the Home’ - Collage / Paper Bag houses. Straw Bodies Collage Paper Plate Faces. In class performance – dance etc…Friendship Bracelets.Arctic / Inidan / Chinese / animal inspired art (paintings / observational drawings / collage) using various media and materials. Christmas creative activities | 3D castle modelsCharacter paintingsObservational castle drawingsCastle collageClay goblets | Minibeasts – collage models / paintings / observational drawingsBee art / modelsFlowers / plant artFruit and Vegetable printing and art / patterns / observational drawings Bunting / garden party decorations |
| **Music / Singing** | Music / Singing ExpressSongs linking to projectsCelebration / seasonal songs – Autumn / Harvest / Christmas / Easter |
| **Role play** | Home CornerTravel AgentsWorld Food Supermarket | CastleStory based role play (Jack’s house) | Garden CentreFlower ShopAllotmentA GardenMinibeast café |
| **Hooks / Celebration** | Name cards / Decorated name Self Portrait / Family Portrait House / Homes ArtEducational Exploration of WathCooking Pizza / Fruit salad Paper plate ‘Feelings’ faces.In class ‘show and tell’ Friendship bracelets.Trip to the YWPTrying / cooking foods from around the world.Art Exhibition / Christmas Coffee morningNativity | Castle paintingsCharacter paintingsVisit from Mr Backhouse (Alnwick Castle)Visit – Royal Armouries Castle Day – ‘dress up’ dayMedieval banquet - baking bread Making goblets out of clay | Garden PartyBee Keeper TalkArt workMaking Honey SandwichesBaking for the Garden Party; traditional British bakes, sausage rolls etc…Growing vegetables / flowers |