

F2 Yearly Overview

	Term 1	Term 2	Term 3	Term 4	Term 5 and Term 6 are interlinked	
Foundation 2 theme overview	<p>Amazing Me!</p> <p>My family My School How I have grown and changed Me and my body Keeping me healthy</p> <p>Harvest Florence Nightingale</p>	<p>Light and Dark</p> <p>Night time celebrations Night time feelings Day and Night Nocturnal Animals Moon and stars and beyond</p> <p>Divali Bonfire night Christmas Story</p>	<p>From Then to Now</p> <p>Then: Dinosaurs Stone Age Before Electricity Now – Brinsworth / Rotherham / Homes Materials</p> <p>Chinese New Year</p>	<p>Hot and Cold</p> <p>My holiday London as my capital city Arctic / Antarctic - climate & environment Animals in the Polar Regions Saving the planet Africa – climate, environment, animals Freezing and melting Easter</p>	<p>How Does It grow?</p> <p>Planting seeds Observe plants Eating plants Farm animals</p> <p>*Wentworth Farm/garden centre/ Butterfly House visit</p>	<p>Where Does It Live?</p> <p>Life cycles (caterpillar/chick) Minibeasts Habitats – woods, gardens, ponds, under the sea, rock pools</p> <p>*Wentworth Farm/garden centre/ Butterfly House</p>
Key Texts	<p>Guess How Much I Love You Goldilocks Funnybones My Amazing Body Hungry Caterpillar Teeth Keeping Healthy</p>	<p>Day Monkey, Night Monkey Owl Babies The owl Who Was Afraid of the Dark Stars Papa Please Get the moon for Me Aliens love Underpants How to Catch a Star/Laura’s Star</p>	<p>Dinosaur based NF Harry and his Dinosaurs Bear Hunt (going on a dinosaur hunt) Stone Age Boy When Gran Was a Child Homes Three Little pigs Little Red Hen</p>	<p>Topic based NF Paddington Poles Apart And Tango Makes Three The Emperor Penguin George Saves the World by Lunchtime Handa’s Surprise Rumble in the Jungle</p>	<p>Sunflowers The Enormous turnip Find out about Plants Eating Plants Oliver’s vegetables / fruit salad Tadpoles Promise Farmer Duck Supertato</p>	<p>Bog Baby Gruffalo Big Blue Whale Rainbow Fish Tiddler Rockpools Commotion in the Ocean Shark in the Dark/Park</p>

Vocabulary	Body parts, skeleton, community, family, love, care, respect , health, past, present, future	Day, night, light, dark, nocturnal, diurnal, earth, space, star, planet , afraid, shadow	Town, village, city , road, path, church, Prehistoric, carnivore, herbivore, omnivore, dinosaur names, material, hard, durable, metal, wood, glass, soft, pliable, smooth, rough	Equator, south pole, north pole, icy, freezing, melting, global warming, reuse, reduce, recycle, planet, respect, care , capital city , African, tropical	Tropical , fruit, vegetable, herb, raw, parts of plant, seedling, moist, grow, care , Animal names and their young, minibeast, protect, life cycle, frog spawn, tadpole, chrysalis, cocoon	Habitat, coast, woodland, ocean,
Foundation 1 linked points of interest	My family My friends around me Sharing our toys My classroom (rules and routines) My body and senses	What is day / night Night time routines What might we see at night?	Dinosaurs lived long ago My house My school	My special places Animals that live in cold places Floating and Sinking Animals that live in hot places	Explore different plants and fruits Grow cress What the Ladybird Heard	Caring for Animals Bugs outside In my garden Who lives under the sea?
Understanding The World: Past and Present	Children know who is in their family and the timeline from themselves/siblings to Great Grandparents Children understand that the past is something that has already happened, the present is the here and now and the future is what might happen Children listen and	Children listen and respond to stories about characters and events from the past – Guy Fawkes	Children understand that the past is something that has already happened	They make links and comparisons between themselves / lives and characters / events from long ago		Children understand that the past is something that has already happened, the present is the here and now

	respond to stories about characters and events from the past – Florence Nightingale					
UTW: People, Culture and Communities	Children talk about the roles that different people play in the local community and wider world Children talk about their own family and notice how they are the same or different to others	Children understand that their own family traditions and cultures may differ to those of their peers Children can talk about different religious festivals and how they may be celebrated	Children know that some places are special to members of their community Draw simple information from a basic map / draw basic maps and plans	Children listen to stories about different ways of life and respond, talking about their own experiences		Through listening to stories and exploring images, children compare and contrast different environments to their own Draw simple information from a basic map / draw simple maps / plans
UTW: The Natural World	Children can name their basic body parts Children know ways to keep themselves safe and healthy Children know their 5 senses and can use language to describe what they see, hear, smell, touch and taste	Children can name a range of animals and begin to describe their features and their habitat, including those that are nocturnal Children know that light travels through transparent materials and that when blocked this creates a shadow Children notice the changes in the season	Children know and name the town where they live and surrounding areas Children name the buildings around their school and know their purpose Children know the local attractions on offer in Rotherham Children draw simple maps and	Through listening to stories, children can compare their own life to that of others in different countries Through listening to stories and exploring images, children compare and contrast different environments to their own Children know that	Children are familiar with a range of common plants and know that some plants can form part of a healthy diet Children know what plants need to grow and observe the growing process over time Children know that plants have	Children can name a range of animals and begin to describe their features and their habitat

		as they occur and talk about what is happening	plans linked to their learning Children recognises places of interest on a map, including a world map Where appropriate, children find features on an aerial map Through listening to stories, children can compare their own life to that of others in different countries Through listening to stories and exploring images, children compare and contrast different environments to their own Children explore through play a range of natural materials and describe them	some materials change state when heated or cooled and make observations	different parts – they name the basic parts and know their function	
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Expressive Arts and Design: Creating with Materials	Continuous Provision: Easels, atelier. Workshop / creative area, construction area, sand/water, playdough	Continuous Provision: Easels, atelier. Workshop / creative area, construction area, sand/water, playdough	Continuous Provision: Easels, atelier. Workshop / creative area, construction area, sand/water, playdough	Continuous Provision: Easels, atelier. Workshop / creative area, construction area, sand/water, playdough	Continuous Provision: Easels, atelier. Workshop / creative area, construction area, sand/water, playdough	Continuous Provision: Easels, atelier. Workshop / creative area, construction area, sand/water, playdough
Expressive Arts and Design: Being Imaginative and Expressive	Continuous Provision: Weekly Charanga, role-play areas, small-world areas, music area outdoors, construction area, sand/water, ICT	Continuous Provision: Weekly Charanga, role-play areas, small-world areas, music area outdoors, construction area, sand/water, ICT	Continuous Provision: Weekly Charanga, role-play areas, small-world areas, music area outdoors, construction area, sand/water, ICT	Continuous Provision: Weekly Charanga, role-play areas, small-world areas, music area outdoors, construction area, sand/water, ICT	Continuous Provision: Weekly Charanga, role-play areas, small-world areas, music area outdoors, construction area, sand/water, ICT	Continuous Provision: Weekly Charanga, role-play areas, small-world areas, music area outdoors, construction area, sand/water, ICT
Expressive Arts and Design	Throughout the year the learning Intentions for EAD will be intertwined through the different activities and experiences linked to themes and interests. Further information about the EAD curriculum can be found on the Curriculum Plan Documents.					
Communication and Language / Literacy	Throughout the year the learning Intentions for CLLD will be intertwined through the different activities and experiences linked to themes and interests. Further information about the CLLD curriculum can be found on the Curriculum Plan Documents.					
Mathematics	Number Sense and White Rose provide a basis for our learning in maths. Please see the Long term Plans and Curriculum Plan Documents for information about maths learning intentions and activities.					
Personal Social and Emotional Development	Throughout the year the learning Intentions for PSED will be intertwined through the different activities and experiences linked to themes and interests. Further information about the PSED curriculum can be found on the Curriculum Plan Documents.					
Physical Development	Throughout the year the learning Intentions for PD will be intertwined through the different activities and experiences linked to themes and interests. Further information about the PD curriculum can be found on the Curriculum Plan Documents.					