

Personal, Social and Emotional:

Work and play cooperatively and take turns with others.

Begin to be able to identify my feelings and consider the feelings of others.

Understanding the World:

Understand the changing seasons and begin to know the order of these.

Explore the role of different emergency services in society and know how to call for help.

Recognise and compare some environments which are different to the one in which we live.

Physical Development:

Hold a pencil effectively in preparation for fluent writing and continue to strengthen fine and gross motor skills.

Progress towards a more fluent style of moving.

Confidently and safely learn to use a range of small and large apparatus.

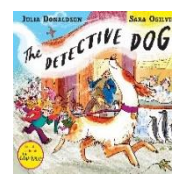
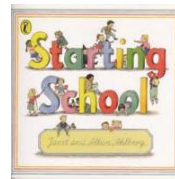
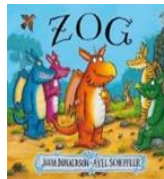
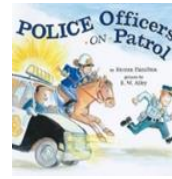
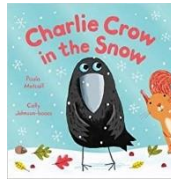
Uses scissors and other tools safely.

Makes anticlockwise movement.

Understands the need for healthy food.

Foundation 2 Curriculum May- Spring 1 2024

Key Texts



Real Life Superheroes



Communication and Language:

Recall simple songs and rhymes.

Begin to retell stories.

Be able to ask questions to find out more information.

Listen to a range of topic stories and learn and use new vocabulary within their own role-play.

Expressive Arts and Design:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Use props and materials when engaged in role play.

Observational drawing skills.

Mathematics:

Explore finding different representations of the numbers 6,7,8,9 and 10.

Begin to understand length and height.

Explore comparing length and height.

Discuss and explore time.

Literacy:

*Independently write their name.

*Know the phase 2 phonic sounds.

*Begin to use their phonetic knowledge to gain further independence within their writing.

*Consistently use blending and segmenting skills to read and write words.

*Describe main story settings, events, and characters in increasing detail.

*Begin to write simple sentences using the correct sentence structure.

*Read high frequency words.