Sandhill Foundation Stage FS2- Learning Map Cycle 2



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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Text Driver | All About Me | C:\Users\n.manley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B5E66B7D.tmp | Image result for giraffes can't dance | C:\Users\n.manley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4C72FC8F.tmp | C:\Users\n.manley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D9E357F2.tmp | Image result for the three little pigs |
| Books based on children’s own interests (Children’s Favourite Books) | **Can’t you Sleep Little Bear**  | **Giraffes Can’t Dance**  | **The Train Ride** | **Superworm** | **The Three Little Pigs**  |
| Communication & Language | Understand how to listen carefully and why listening is important.Learn new vocabulary.Develop social phrases.Engage in story times.Listen to and talk about stories to build familiarity and understanding.Listen carefully to rhymes and songs, paying attention to how they sound.Learn rhymes, poems and songs.Engage in non-fiction books. | Understand how to listen carefully and why listening is important.Learn new vocabulary linked with textDevelop social phrases.Engage in story times.Listen to and talk about stories to build familiarity and understanding.Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.Listen carefully to rhymes and songs, paying attention to how they sound.Engage in non-fiction books about bears | Learn new vocabulary linked with Africa and safari animalsUse new vocabulary through the day.Ask questions to find out more and to check they understandwhat has been said to them.Develop social phrases.Listen to and talk about stories to build familiarity and understanding.Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.Use new vocabulary in different contexts.Learn rhymes, poems and songs.Engage in non-fiction books about jungle/safari animalsListen to and talk about selected non-fiction to develop a deepfamiliarity with new knowledge and vocabulary. | Use new vocabulary through the day.Ask questions to find out more and to check they understandwhat has been said to them.Articulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives.Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.Use new vocabulary related to journeys and transport in different contexts.Learn rhymes, poems and songs. | Use new vocabulary through the day.Ask questions to find out more and to check they understandwhat has been said to them.Articulate their ideas and thoughts in well-formed sentences.Discuss the setting of the story.Describe events in some detail.Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.Use new vocabulary in different contexts.Listen to and talk about selected non-fiction books about minibeasts to develop a deep familiarity with new knowledge and vocabulary. | Use new vocabulary through the day.Ask questions to find out more and to check they understandwhat has been said to them.Articulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives.Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.Listen to and talk about selected non-fiction linked with farm animals to develop a deepfamiliarity with new knowledge and vocabulary. |
| Personal, Social and Emotional Development | JIGSAW – being me in the worldGetting to know youSettling in to a new classCreating class rulesBecoming familiar with routines and expectationsSee themselves as a valuable individual.Manage their own needs.- Personal hygiene | JIGSAW – Celebrating differencesTalking in a familiar group about their own familyExploring emotions and feelings – how do we show emotions?Positive relationships with adults and other childrenExpress their feelings and consider the feelings of others.Identify and moderate their own feelings socially and emotionally.Think about the perspectives of others. | JIGSAW – Dreams and GoalsChoices and actions of charactersDiscussing when certain behaviour is not acceptable and the consequencesToys that are special to usImportance of saying sorry See themselves as a valuable individual.Build constructive and respectful relationships.Show resilience and perseverance in the face of challenge.Identify and moderate their own feelings socially and emotionally.Think about the perspectives of others. | JIGSAW – Healthy Me Dreams and aspirationsExploring friendships and what makes us special Discuss sensitivity to others needs and feelings Manage their own needs.- Personal hygieneKnow and talk about the different factors that support their overall health and wellbeing:-regular physical activity-healthy eating-toothbrushing-sensible amounts of ‘screen time’-having a good sleep routine-being a safe pedestrian | JIGSAW – RelationshipsPositive relationships with adults and other childrenImportance of team workTalk about their own ideasBuild constructive and respectful relationships.Express their feelings and consider the feelings of others.Identify and moderate their own feelings socially and emotionally.Think about the perspectives of others. | JIGSAW- Changing MePositive relationships with adults and other childrenDiscussing when certain behaviour is not acceptable and the consequencesFeelings and emotions of the different charactersSee themselves as a valuable individual.Build constructive and respectful relationships.Express their feelings and consider the feelings of others.Show resilience and perseverance in the face of challenge.Think about the perspectives of others. |
| Physical Development  | Through weekly PE sessions and outdoor provision, revisit movement skills such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbingDevelop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Develop the foundations of a handwriting style which is fast, accurate and efficient.Develop the skills they need to manage the school day successfully:lining up and queuing, mealtimes | Through weekly PE sessions and outdoor provision, revisit movement skills such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbingDevelop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Combine different movements with ease and fluency.Confidently and safely use a range of large and small apparatus indoors andoutside, alone and in a group.Develop the foundations of a handwriting style which is fast, accurate and efficient.Develop the skills they need to manage the school day successfully:lining up and queuing, mealtimes | Through weekly PE sessions and outdoor provision develop the overall body strength, co-ordination, balance and agility, combining different movements with ease and fluencyDevelop different styles of dance just like the animals in the story.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.Further develop the skills they need to manage the school day successfully. | Through weekly PE sessions and outdoor provision, progress towards a more fluent style of moving, with developing control and grace.Travel in different ways, relating to different modes of transportDevelop the overall body strength, co-ordination, balance and agility Develop overall body-strength, balance, co-ordination and agility.Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. | Through weekly PE sessions and outdoor provision, progress towards a more fluent style of moving, with developing control and grace.Combine different movements with ease and fluency. Move in different ways just like different minibeasts.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination and agility.Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Develop the foundations of a handwriting style which is fast, accurate and efficient. | Through weekly PE sessions and outdoor provision, progress towards a more fluent style of moving, with developing control and grace.Combine different movements with ease and fluency.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination and agility.Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Prepare for Sports Day |
| Literacy  | Daily RWInc session(Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondencesRead simple phrases)Draws lines and circles in the air, on the floor, or on large sheets of paper, balancing well and using whole arm and bodyUses tools for mark making with controlGrips, using 5 fingers or preferably two fingers and a thumb for controlUses pincers, tweezers and threading equipment with increasing control and confidence.Copies shapes, letters and pictures.Forming some recognisable letters in their nameCan talk about what they have painted or drawn | Daily RWInc session (Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondencesRead some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to RWIRead simple phrases and sentences and a few exception words)Draws lines and circles in the air, on the floor, or on large sheets of paper, balancing well and using whole arm and bodyCopies shapes, letters and pictures.Forming some recognisable letters correctlyRecognises a capital letter at the start of their name.Can talk about what they have painted or drawnCan give meaning to marks as they writeCreates representations of people, events and objects.Identifies sounds in their name and other wordsAscribes meaning to marks like on signage | Daily RWInc session(Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondencesRead some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to RWIRead simple phrases and sentences and a few exception words)Name writingForms recognisable letters, some of them correctly.Uses a tripod graspForm lowercase and capital letters correctlyUses identifiable letters to communicate meaning – writing captions and labelsRe -reads what they have written.Rehearse what I want to write orally before writing.Write short sentences (with known sounds) using a capital letter and a full stopRe-read what they have written to check that it makes sense. | Daily RWInc session(Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondencesRead some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to RWIRead simple phrases and sentences and a few exception words)Name writing (first name and surname)Uses a tripod graspForms most lowercase and capital letters correctlyUses identifiable letters to communicate meaning – writing captions and labelsRe -reads what they have written.Rehearse what I want to write orally before writing.Write short sentences (with known sounds) using a capital letter and a full stopSpell simple words and common exception words such as ‘the’ and ‘said’Re-read what they have written to check that it makes sense. | Daily RWInc session(Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondencesRead some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to RWIRead simple phrases and sentences and a few exception words)Name writing (first name and surname)Forms lowercase and capital letters correctlySpell words and common exception words Write sentences with words with known letter-sound correspondences using a full stop and a capital letter Re-read what they have written to check that it makes sense. | Daily RWInc session(Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondencesRead some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to RWIRead simple phrases and sentences and a few exception words)Name writing (first name and surname)Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter.Write simple phrase and sentences that can be read by others, using a full stop and a capital letter Re-read what they have written to check that it makes sense. |
| Maths | Matching and sortingCounting up to 3, 4 then 5 objects by saying one number name for each item.Count objects, actions and sounds.Begin to subitise.Select the correct numeral to represent 1 to 5Explore patternTalk about the routine of the day and use language such as before and after. | Count objects to 10 and begin to count beyond 10Count objects, actions and sounds.Count up to 6 objects from a larger groupSelect the correct numeral to represent 1 to 5, then 1-10 objects.Recognises some numerals of personal significance.Begin to subitiseUses comparative language such as taller, shorter, the sameBegin to identify shapes in the environment.Finds appropriate shapes for certain tasks.Begins to make pictures, patterns and arrangements with shapesUses the language of direction when programming toys. | Use ‘teens’ to count beyond 10Counts an irregular arrangement of up to 10 objects.Find one more/ one less from a group of up to 5 objects, then 10 objects.Compare 2 sets by using the language ‘more’ and ‘fewer’.Find the total number of items in two groups by counting all of them and starting to use counting on.Select the correct numeral to represent 1-10 objects.Order, group and compare items according to length, heightSelects, rotates and manipulates shapes in order to develop spatial reasoning skills. | Counts objects, actions and sounds to 10 and beyond.Estimate, then check by counting.Find one more/ one less from a group of up to 10 objects.Find the total number of items in two groups.Use the vocabulary involved in adding and subtracting, including counting on and back.Explore the composition of numbers to 10.Order, group and compare items according capacity. Recall routines and begin to relate them to the time on the clock.Continue, copy and create repeating patterns.Names (and sorts according to the properties) of 2d and 3d shapes | Count beyond 20, recognising the pattern of the counting systemCompare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity.Explore the composition of numbers to 10.Automatically recall number bonds for numbers 0-5 and some to 10.Show some understanding of doubling and halving in familiar contexts.Identify money and use money in play contexts. | Has a deep understanding of numbers to 10, including the composition of each number.Subitise up to 5Automatically recall number bonds to 5 and some number bonds to 10, including double factsExplore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.Select, rotate and manipulate shapes to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |
| Understanding the World | Discuss similarities/ differences between themselves and others.Talk about members of their immediate family and community.Name and describe people who are familiar to them.Comment on images of familiar situations in the past.Understand that some places are special to members of their community.Explore the natural world around them.Describe what they see, hear and feel whilst outside. | Talk about members of their immediate family and community.Name and describe people who are familiar to them.Comment on images of familiar situations in the past.Compare and contrast characters from stories, including figures from the past.Understand that some places are special to members of their community.Recognise that people have different beliefs and celebrate special times in different ways.Find out about the festival DiwaliFind out about Christmas and the associated traditions.Explore the natural world around them.Describe what they see, hear and feel whilst outside.Understand the effect of changing seasons on the natural world around them. | Name and describe people who are familiar to them.Recognise that people have different beliefs and celebrate special times in different ways.Recognise some similarities and differences between life in this country and life in other countries.Make comparisons between England and AfricaExplore the natural world around them.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to the one in which they live.Understand the effect of changing seasons on the natural world around them. | Comment on images of familiar situations in the past.Compare and contrast characters from stories, including figures from the past.Draw information from a simple map. Explore different journeys and different modes of transportUnderstand that some places are special to members of their community.Recognise that people have different beliefs and celebrate special times in different ways.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to the one in which they live.Understand the effect of changing seasons on the natural world around them. | Comment on images of familiar situations in the past.Draw information from a simple map.Recognise that people have different beliefs and celebrate special times in different ways.Recognise some similarities and differences between life in this country and life in other countries.Explore the natural world around them.Create a wormery.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to the one in which they live.Understand the effect of changing seasons on the natural world around them. | Compare and contrast characters from stories, including figures from the past.Draw information from a simple map. Map of a farmUnderstand that some places are special to members of their community.Explore the natural world around them.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to the one in which they live. Compare countryside/cityUnderstand the effect of changing seasons on the natural world around them. |
| Expressive Art & Design  | Explore, use and refine a variety of artistic effects to express their ideas and feelings. Colour mixing to paint their own self portrait.Create collaboratively, sharing ideas, resources and skills.Watch and talk about dance and performance art, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.Making a teddy bearCreate collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.Creating pictures of different animalsExplore the pattern of different animalsCreate collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Watch and talk about dance and performance art, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.Create pictures of different transportReturn to and build on their previous learning, refining ideas and developing their ability torepresent them.Explore reflectionsCreate collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Watch and talk about dance and performance art, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.Make 3d models of minibeastsReturn to and build on their previous learning, refining ideas and developing their ability torepresent them.Create collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Watch and talk about dance and performance art, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.Make a house for a little pig.Return to and build on their previous learning, refining ideas and developing their ability torepresent them.Create collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Watch and talk about dance and performance art, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups. |
| Role Play | School |  A cave | Safari | Travel Agents | Grocery shop | Three Little Pigs House |
| Parent/Carers | Christmas FS2 Stay and Play Session. FS2 Parents Evening  | FS2 Stay and Play Session.FS2 parents evening | Sports Day.Transition Meetings. End of year reports Parents open afternoon  |
| Trips/Visits |  |  | African animals visit to school | Trip on a train |  | Trip to the farm / Sundown |