

# Sandhill Foundation Stage FS2- Learning Map Cycle 2023 / 2024



	Autumn 1 Feelings and Families	Autumn 2 Now it's getting Dark	Spring 1 Under the Sea	Spring 2 Plants and Animals	Summer 1 Let's Imagine – Aliens, Monsters and Evil Peas!	Summer 2 Farms
<b>Text Drivers</b>						
<b>Key Vocabulary</b>	<p><b>Ruby's Worry:</b> explore, discovered, wondered, enormous, barely, unexpected, shrink, tumbled</p> <p><b>Owl Babies:</b> hunting, silent, fuss, bounced, swooped, brave, flapped</p> <p><b>Five Minutes Peace:</b> sneaked, plonked pleasant, trailed, muttered, groaned</p> <p><b>The Owl who was Afraid of the Dark:</b> peered, startled, low, faded, necessary, somersault, gentle, exploring</p>	<p><b>Can't you sleep little Bear:</b> Settled, groaned, curling up, glow, hooked, twinkly, puzzled, cosy</p> <p><b>Max and the Tag along Moon:</b> Appeared, gazed, embraced, flicker, tumbled, faded, wondered, peeked</p> <p><b>The Owl who was Afraid of the Dark:</b> peered, startled, low, faded, necessary, somersault, gentle, exploring</p>	<p><b>Rainbow Fish:</b> Sparkling, glide, admire, emerged, discover, peculiar, whizzed, delighted</p> <p><b>Tiddler:</b> Captured, struggled, dawdling, hauling, glimmered, shivered, peeped, bashed</p> <p><b>Billy's Bucket:</b> Explained, persuaded, sighed, excitedly, special, chuckled, frowned, imagination</p>	<p><b>The Hungry Caterpillar:</b> Lay, hungry, started, pickle, salami, slice, cocoon, nibbled</p> <p><b>What the Ladybird Heard:</b> Dainty, cunning, 'dead of night', steal, crept, thieves, cheered, handsome, woolly</p> <p><b>Oliver's Vegetables:</b> Bargain, complaint, crinkly, supper, rhubarb, beetroot, tangle, hurried</p> <p><b>The Tiny Seed:</b> Planting, seed, seedling, shoot, roots, stem, growth, pollen</p>	<p><b>Super Potato:</b> Escaped, gasped, rescue, distress, vanished, crept, leapt, shrieked</p> <p><b>Aliens Love Underpants:</b> Breeze, invited, delighted, daring, squeeze, blame, zoom, lurks</p> <p><b>Ravi's Roar:</b> Squash, furious, growled, nervous, leapt, dared, wild</p> <p><b>My Monster and Me:</b> Arrived, gigantic, growly, bossier, budge, suddenly, stroked</p>	<p><b>Farmer Duck:</b> Crept, wriggled, creaked, wearily, fled, squeezed</p> <p><b>Handa's Hen:</b> Hunted, fluttery, peered, waving, shiny, peeped, scurried, skipped</p> <p><b>Click Clack Moo:</b> Impossible, furious, impatient, demand, gathered, decided, snoop, emergency</p>
<b>Communication &amp; Language</b>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary. Develop social phrases. Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary linked with text</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>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.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books</p>	<p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>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.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>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.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Discuss the setting of the story. Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>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.</p> <p>Listen to and talk about selected non-fiction linked with farm animals to develop a deep familiarity with new knowledge and vocabulary.</p>

<p><b>Personal, Social and Emotional Development</b></p>	<p>JIGSAW – Being Me in the World          Getting to know you          Settling in to a new class          Creating class rules          Becoming familiar with routines and expectations          See themselves as a valuable individual. Manage their own needs.          - Personal hygiene          Know and talk about the different factors that support their overall health and wellbeing:          -regular physical activity          -healthy eating          -tooth brushing          -sensible amounts of ‘screen time’          -having a good sleep routine          -being a safe pedestrian</p>	<p>JIGSAW – Celebrating differences          Talking in a familiar group about their own family          Exploring emotions and feelings – how do we show emotions?          Positive relationships with adults and other children          Express their feelings and consider the feelings of others.          Identify and moderate their own feelings socially and emotionally.          Think about the perspectives of others          Manage their own needs.          - Personal hygiene</p>	<p>JIGSAW – Dreams and Goals          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.</p>	<p>JIGSAW – Healthy Me          Manage their own needs.          - Personal hygiene          Know and talk about the different factors that support their overall health and wellbeing:          -regular physical activity          -healthy eating          -tooth brushing          -sensible amounts of ‘screen time’          -having a good sleep routine          -being a safe pedestrian</p>	<p>JIGSAW - Relationships          Talk about their own ideas          Build 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. Manage their own needs.          - Personal hygiene</p>	<p>JIGSAW -Changing Me          See 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. Manage their own needs.          - Personal hygiene          Know and talk about the different factors that support their overall health and wellbeing:          -regular physical activity          -healthy eating          -tooth brushing          -sensible amounts of ‘screen time’          -having a good sleep routine</p>
<p><b>Physical Development</b></p>	<p>Through weekly PE sessions and outdoor provision, revisit movement skills such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbing          Develop 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          Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Through weekly PE sessions and outdoor provision, revisit movement skills such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbing          Develop 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 and outside, 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          Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Through weekly PE sessions and outdoor provision develop the overall body strength, co-ordination, balance and agility, combining different movements with ease and fluency          Develop 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. Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>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 transport          Develop the overall body strength, co-ordination, balance 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.          Further develop the skills they need to manage the school day successfully. Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>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.          Further develop the skills they need to manage the school day successfully. Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>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            Develop small motor skills so they can use a range of tools competently, safely and confidently e.g., pencils, paintbrushes, scissors, knives, forks and spoons</p>

<p><b>Literacy</b></p>	<p>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 correspondences) Read 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 body Uses tools for mark making with control Grips, using 5 fingers or preferably two fingers and a thumb for control Uses pincers, tweezers and threading equipment with increasing control and confidence. Copies shapes, letters and pictures. Forming some recognisable letters in their name Can talk about what they have painted or drawn</p>	<p>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 correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to RWI Read 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 body Copies shapes, letters and pictures. Forming some recognisable letters correctly Recognises a capital letter at the start of their name. Can talk about what they have painted or drawn Can give meaning to marks as they write Creates representations of people, events and objects. Identifies sounds in their name and other words Ascribes meaning to marks like on signage</p>	<p>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 correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to RWI Read simple phrases and sentences and a few exception words) Re-read books to build up confidence, fluency, understanding &amp; enjoyment Name writing Forms recognisable letters, some of them correctly. Uses a tripod grasp Form lowercase and capital letters correctly Uses identifiable letters to communicate meaning – writing captions and labels Re -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 stop Re-read what they have written to check that it makes sense.</p>	<p>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 correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to RWI Read simple phrases and sentences and a few exception words) Re-read books to build up confidence, fluency, understanding &amp; enjoyment Name writing (first name and surname) Uses a tripod grasp Forms most lowercase and capital letters correctly Uses identifiable letters to communicate meaning – writing captions and labels Re -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 stop Spell simple words and common exception words such as 'the' and 'said' Re-read what they have written to check that it makes sense</p>	<p>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 correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to RWI Read simple phrases and sentences and a few exception words) Re-read books to build up confidence, fluency, understanding &amp; enjoyment Name writing (first name and surname) Forms lowercase and capital letters correctly Spell 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.</p>	<p>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 correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to RWI Read simple phrases and sentences and a few exception words) Re-read books to build up confidence, fluency, understanding &amp; enjoyment 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.</p>
<p><b>Maths</b></p>	<p><b>Number &amp; numerical patterns</b> White Rose Maths Getting to know you-baseline (3 weeks) Match and sort Compare Amounts Introduce 1 2 3</p> <p><b>Measure, shape and spatial thinking</b> Compare size, mass and capacity Continue, copy and create repeating patterns</p>	<p><b>Number &amp; numerical patterns</b> White Rose Maths Its me 1,2,3 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Light and Dark Representing numbers to 5 One more and less</p> <p><b>Measure, shape and spatial thinking</b> Circles and triangles Positional Language Light and Dark Shapes with 4 sides Time</p>	<p><b>Number &amp; numerical patterns</b> White Rose Maths Alive in Five Introducing zero Comparing numbers to 5 Composition of 4 and 5 Growing 6,7,8 6,7,8 Making pairs Combining 2</p> <p><b>Measure, shape and spatial thinking</b> Alive in 5! Comparing mass Compare capacity Growing 6, 7, 8 Length and height Time</p>	<p><b>Number &amp; numerical patterns</b> Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10.</p> <p><b>Measure, shape and spatial thinking</b> 3d shape Pattern</p>	<p><b>Number &amp; numerical patterns</b> White Rose Maths To 20 and beyond Building numbers Beyond 10 Counting patterns Beyond 10 First Then Now Adding More Taking Away</p> <p><b>Measure, shape and spatial thinking</b> Spatial Reasoning Match, rotate Manipulate First, then, now Compose and decompose</p>	<p><b>Number &amp; numerical patterns</b> White Rose Maths Find my pattern Doubling Sharing and grouping Even and odd On the move • Deepening understanding Patterns and relationships</p> <p><b>Measure, shape and spatial thinking</b> Find my pattern Spatial Reasoning Visualise and Build On the Move Mapping</p>

<p><b>Understanding the World</b></p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Seasons 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.</p> <p>Geography: Autumn Changing Seasons Understand the effect of changing seasons on the natural world around them.</p> <p>History: My History Talk about members of their immediate family and community Comment on images of familiar situations in the past.</p> <p>RE: Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Materials Explore the natural world around them.</p> <p>Geography: Our Community ‘Special’ places in and around our community. Understand that some places are special to members of their community</p> <p>History: Celebrations from the past: Christmas When I was a baby Name and describe people who are familiar to them Comment on images of familiar situations in the past.</p> <p>RE: Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Forces Explore the natural world around them. Seasonal Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>Geography: Winter Changing Seasons Understand the effect of changing seasons on the natural world around them. Transport Recognise some similarities and differences between life in this country and life in other countries.</p> <p>History: Transport from the past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>RE Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Animals Describe what they see, hear and feel whilst outside. Seasonal Recognise some environments that are different to the one in which they live.</p> <p>Geography: Spring Changing Seasons Understand the effect of changing seasons on the natural world around them. Environments. Recognise some environments that are different to the one in which they live.</p> <p>History: Author: Nick Butterworth Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>RE Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Plants Describe what they see, hear and feel whilst outside. Seasonal 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.</p> <p>Geography: Environments Create own environments using play maps and small world equipment. Recognise some environments that are different to the one in which they live. Draw information from a simple map</p> <p>History: Technology from the past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>RE Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Circle time: Talk about members of their immediate family and community. Discuss similarities/ differences between themselves and others. Name and describe people who are familiar to them.</p> <p>Science: Seasons Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>Geography: Summer Changing Seasons Understand the effect of changing seasons on the natural world around them. Maps -Identifying simple features on local maps; drawing own simple map. Understand that some places are special to members of their community. Draw information from a simple map</p> <p>History: Holidays in the Past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>RE Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Recognise that people have different beliefs and celebrate special times in different ways.</p>
<p><b>Expressive Art &amp; Design</b></p>	<p>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.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create 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.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Creating pictures of different animals Explore the pattern of different animals Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create pictures of different transport Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore reflections Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Make 3d models of minibeasts Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>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 to represent them. Create collaboratively, sharing ideas, resources and skills.</p>



	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  DT: Junk modelling (structures)	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.  ART: Marvellous Marks (Drawing)	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.  DT: Bookmarks (Textiles)	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  ART: Paint My World (Painting and Mixed media)	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.  DT: Boats (structures)	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.  ART: Creation Station (Sculpture and 3D)
<b>Role Play</b>	School Cave / Forest	Christmas living room / Santas grotto	Toy shop	Garden Centre	Space centre	Grocery / farm shop
<b>Poetry Basket</b>	Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples	Leaves Are Falling Breezy Weather Who Has Seen the Wind? Cup of Tea Mice Shoes	Popcorn A Little House Pancakes Let's put on Our Mittens I can build a Snowman Carrot Nose	Spring Wind Furry Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird	I have a little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas	The fox Monkey babies Thunderstorm Five Little Owls If I were so very Small Under a Stone
<b>Parent/Carers</b>	Christmas FS2 Christmas Stay and Play Session. FS2 Parents Evening Reading Workshop		FS2 Easter Stay and Play Session. FS2 parents evening		Sports Day. Transition Meetings. End of year reports Parents open afternoon	
<b>Cultural Capital</b>	Harvest	Diwali Dancing	Visit to the Deep			Visit to the farm
<b>British Values and Celebrations</b>	<p align="center"><b>Individual Liberty</b></p> <p>Encourage them to develop a positive sense of themselves and to celebrate their personal achievements Ensure that all children engage in a wide range of activities and are not limited by gender or other stereotypes Allow children to develop their independence, offering them opportunities to follow their own ideas and interests</p> <p align="center"><b>Democracy</b></p> <p>Support children to understand that they are part of a family, class, school and community Encourage children to value each other's views and talk about their feelings, likes and dislikes Use group times and circle times to promote turn taking, to encourage children to listen to each other and value everyone's contribution</p> <p align="center"><b>The Rule of the Law</b></p> <p>Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe Encourage and support children with learning about right from wrong Encourage children to take turns, share and cooperate Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers</p>		<p align="center"><b>Individual Liberty</b></p> <p>Provide opportunities to develop children's self-esteem and confidence in their own abilities Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this</p> <p align="center"><b>Democracy</b></p> <p>Make sure that children know that their views and opinions matter Encourage children to make decisions together</p> <p align="center"><b>The Rule of the Law</b></p> <p>Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions</p> <p align="center"><b>Mutual Respect and Tolerance of different Faiths and Beliefs</b></p> <p>Create an environment that includes, values and respects different faiths, cultures, views and ethnicities Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and</p>		<p align="center"><b>Individual Liberty</b></p> <p>Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected Encourage children to express their own views and respect the fact that others may have different views</p> <p align="center"><b>Democracy</b></p> <p>Give children the chance to vote for choices Create an environment which is a safe space to share ideas, consider alternative courses of action, make mistakes and try again Offer opportunities for children to take turns, share, discuss and collaborate in a range of activities</p> <p align="center"><b>The Rule of the Law</b></p> <p>Help children understand how to keep themselves safe and how to resolve conflicts appropriately</p> <p align="center"><b>Mutual Respect and Tolerance of different Faiths and Beliefs</b></p> <p>Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships</p>	

**Mutual Respect and Tolerance of different Faiths and Beliefs**

Create an environment that includes, values and respects different faiths, cultures, views and ethnicities

appreciative. Encourage children to share their own experiences and respond to the experiences of others. They might learn