



Curriculum Design F2

	Term 1 Autumn	Term 2 Spring	Term 3 Summer
<b>Understanding The World</b>	<p><b>Observing Plants/animals/natural/found objects</b>—garden area throughout the year Forest school sessions</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects</p> <p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</p>	<p><b>Different Countries</b>-look at where our families originate from-map to display Family Box</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p><b>Immediate Environment</b> -local walks, recycling</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p><b>Contrasting Environments</b> -compare with countries which our families originate from</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>
	<p><b>Communicating freely about home and community</b> -family box, Bailey Bear. Local walks. Links to community projects, family photos</p> <p><b>Celebrations</b>-Diwali, Christmas</p> <p>I can show interest in the lives of people who are familiar to me</p> <p>I can remember and talk about significant events in my own experience</p>	<p><b>Celebrations</b>-Chinese New Year, Easter</p> <p>I can recognise and describe special times or events for family and friends</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p><b>Occupations</b>-Fire, Police visits</p> <p>I can start to show an interest in different occupations and ways of life</p> <p>To talk about members of their immediate family and community</p> <p><b>Maps</b>-Easter egg hunt, Pirates topic, Draw information from a simple map</p> <p><b>Figures From the Past</b>-Mary Anning dinosaur topic, Guy Fawkes, Shakespeare, Grace Darling</p>	<p><b>Books about different cultural and religious communities</b>-Linked to celebrations and celebrating differences</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate</p> <p><b>The Past</b>-Objects from the past, inviting people in, visits to care home</p> <p>Know some similarities and differences between things in the past and now, drawing on</p>

		<p>Compare and contrast characters from stories, inc figures from the past</p> <p>Comment on images of familiar situations in the past</p>	<p>their experiences and what has been read in class;</p> <p><b>Occupations</b>-inviting people in to discuss their jobs, role play areas</p> <p>Talk about the lives of the people around them and their roles in society;</p>
	<p><b>Seasons</b>-display throughout the year, seasonal walks, forest school activities</p> <p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>	<p><b>Seasons</b>-display throughout the year, seasonal walks, forest school activities</p> <p>Understand the effects of changing situations on the natural world around them</p> <p><b>Growth and Change</b>- chicks, how we have changed</p> <p>I can start to develop an understanding of growth, decay and changes over time</p> <p>I can show care and concern for living things and the environment</p> <p><b>Planting and Growing</b>-How do we look after plants? Finding out about how plants grow?</p> <p>I can start to develop an understanding of growth, decay and changes over time</p> <p>I can show care and concern for living things and the environment</p>	<p><b>Seasons</b>-display throughout the year, seasonal walks, forest school activities</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Core Texts</b>	Goldilocks, 3 Billy Goats Gruff, My Hair, The Best Diwali ever, The Gruffalo, The Nativity, Meg and Mog, Little Robin Red Vest	Bear Hunt, Stick man, Little Red Hen, Mr Wolf's Pancakes, Mr Wolfs Enormous Turnip, Jack and the Beanstalk	Tadpoles Promise, this is the Bear, Who Swallowed Stanley, Rubys Worry, This is the Bear
<b>Visits and Visitors</b>	<p>Seasonal walks</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects</p>	<p>Seasonal walks</p> <p>Understand the effects of changing situations on the natural world around them</p> <p>Fire/police visit</p>	<p>Seasonal walks</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them</p>

	<p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <p>Cinema trip linked to local area I can talk about and make links to my local area</p>	<p>I can start to show an interest in different occupations and ways of life To talk about members of their immediate family and community</p> <p>Windmill trip?</p>	<p>and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>End of Year trip</p>
<b>PSED</b>	<p><b>What are our likes and dislikes?</b> I enjoy the responsibility of carrying out small tasks I am confident to talk to other children when playing and will communicate freely about my home and community I am aware of my own feelings <b>What are we good at?</b> I can select and use activities and resources with help I am confident to talk to other children when playing <b>Celebrating Differences</b>-books about different cultures and communities <b>Anti-Bullying week</b> I am aware of my own feelings and know that some actions and words may hurt others feelings</p>	<p><b>What would we do if we find something difficult?</b> I show resilience and perseverance in the face of a challenge I can start to negotiate and solve problems without aggression I can usually adapt my behaviour to different events, social situations and changes in routine <b>Why is exercise important to our body?</b> Starting to manage their own basic hygiene and personal needs</p>	<p><b>What do we like about our friends?</b> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers -Show sensitivity to their own and to others' needs <b>What do we need to do to keep healthy and happy?</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
<b>SRE</b>	<p><b>Caring friendships Lesson-</b> I am confident to talk to other children when playing and will communicate freely about my home and community</p> <p>I am aware of my own feelings and know that some actions and words may hurt others feelings</p>	<p><b>Being Kind</b></p> <p>I start conversations, attend to and take account of what others say.</p> <p>I can explain my own knowledge and understanding, and ask appropriate questions of others</p>	<p><b>Families</b></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Describe their immediate environment using knowledge from observation, discussion,</p>

	<p>I can accept the needs of others and I can take turns and share resources, sometimes with support from others</p> <p>I can initiate play offering cues to my friends to join me</p> <p>I can demonstrate friendly behaviour initiating conversations and form good relationships with friends and familiar adults</p>	<p>I can take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><i>Build constructive and respectful relationships.</i></p> <p><i>Think about the perspectives of others.</i></p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>
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