

FS2 Spring 1 Termly Overview

WEEK	ONE 5.1.26	TWO 12.1.26	THREE 19.1.26	FOUR 26.1.26	FIVE 2.2.26	SIX 9.2.26
Possible opportunities for Enrichment.	Chinese New Year – Tuesday 17 th Feb - 2 nd March (cover in last week of term) James Rizzi – Happy Houses Winter – seasons, frost, icy Pancake Day					
Personal Social Emotional Development	<p>Learning Question: Do I understand that if I persevere I can tackle challenges?</p> <p>To follow two-step instructions To independently select, use and put away resources. To practise doing up their fastenings, e.g. zip, buttons, Velcro etc.</p>	<p>Learning Question: Can I tell you about a time I didn't give up until I achieved my goal?</p> <p>To maintain focus and engagement during short sessions of whole-class learning.</p>	<p>Learning Question: Can I set a goal and work towards it?</p> <p>To begin to be able to adapt and persevere in the face of challenge.</p>	<p>Learning Question: Can I use kind words and encourage people?</p> <p>To begin to understand what each of the school values looks like in practice.</p>	<p>Learning Question: Do I understand the link between what I learn now and the jobs I might like to do when I am older?</p> <p>To begin to work as a group with support. To begin to show resilience and perseverance in the face of challenge.</p>	<p>Learning Question: Can I say how I feel when I achieve a goal and know what it means to feel proud?</p> <p>To begin to take turns and engage in reciprocal play. To have positive and trustful relationships with FS staff.</p>
Communication and Language	<p>Poetry Basket – ‘Let’s Put on Our Mittens’</p> <p>To ask questions to find out more and to clarify meaning To begin to understand humour.</p>		<p>Poetry Basket – ‘Shoes’</p> <p>To begin to understand a range of complex sentence structures To develop the confidence to talk to other adults they see on a daily basis</p>		<p>Poetry Basket - ‘Cup of Tea’</p> <p>To talk in sentences using conjunctions e.g. and, because ‘Poetry Basket’ recital for parents</p>	
Physical Development Fine Motor	To consistently use a tripod grip when drawing or forming letters.	To hold scissors correctly using thumb and forefingers.	To begin to draw recognisable shapes	I can be more accurate with my painting when using a small paintbrush	I can use knife and fork independently	To write learnt letters using correct formation
Physical Development (Gross Motor)	<p>Gymnastics</p> <p>To copy and create shapes with your body</p>	<p>Gymnastics</p> <p>To be able to create shapes when on apparatus</p>	<p>Gymnastics</p> <p>To develop balancing and taking weight on different body parts</p>	<p>Gymnastics</p> <p>To develop jumping and landing safely</p>	<p>Gymnastics</p> <p>To develop rocking and rolling</p>	<p>Gymnastics</p> <p>To copy and create short sequences by linking actions together and perform to others</p>
Phonics/ Reading / Comprehension	<p>Review and oo</p> <p>To revise Phase 2 GPCs To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>ar, oo, or, ur</p> <p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>ow, oi, ear, air</p> <p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>ure, er, ow</p> <p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>Review</p> <p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>Review</p> <p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>

FS2 Spring 1 Termly Overview

Writing	Drawing Club – ‘Paddington Bear Cleans Up’ To suggest how a story might end		Drawing Club – ‘The Elves and The Shoemaker’ To begin to talk about characters and settings in a story		Drawing Club- ‘The Great Race’ To begin to make simple predictions as to what may happen in a story	
Maths	Alive in 5 – Learning Question 1- Where can I see Zero? Learning Question 2- Can I find 0 – 5? Learning Question 3- Can I subitise 0 -5? Learning Question 4- Can I represent? To show numbers on fingers To match numerals to quantity.	Alive in 5 – Learning Question 1- Can I find 1 more? Learning Question 2- Can I find 1 less? Learning Question 3- How can I make up different numbers? Learning Question 4- How can I find 0 – 5? To count out 10 objects, using 1:1 correspondence and showing an understanding of cardinality To begin to combine two groups of objects and say how many altogether	Capacity- Learning Question 1- Can I compare the mass of some objects? Learning Question 2- Can I balance the scales to make the same? Learning Question 3- Can I explore the capacity of a container? Learning Question 4- Can I compare the mass in the containers? Use vocabulary associated with mass and capacity. Compare objects according to mass or capacity.	Growing 6, 7, 8. Learning Question 1- Can I find a given number? Learning Question 2- Can I show a given number in different ways? Learning Question 3- Can I find 1 more? Learning Question 4- Can I find 1 less? To recognise numerals 0-8 To find ‘one more than’ within 8 To find ‘one less than’ within 8	Growing 6, 7, 8. Learning Question 1- How many do we need to make a pair? Learning Question 2- Is x an odd or even number? Learning Question 3- Can I combine 2 groups and say how many altogether? Learning Question 4- Can I subitise numbers when they are in different variations? To count accurately to 10 To compare quantities within 8 To recall and order the days of the week To explore the composition of numbers within 8	Length and Height Learning Question 1 - Can I explore the length of objects? Learning Question 2 – Can I compare the length of objects? Learning Question 3 – Can I explore the height of an object? Learning Question 4 – Can I compare the height of an object? To compare two objects. To order objects by size. To use vocabulary related to length and height.
Understanding the World	Learning Question Can I talk about an experience from the past? To develop an understanding of the past through settings, characters and events encountered in books shared in class and storytelling		Learning Question 1: How do people celebrate? (RE Jigsaw) Learning Question 2: What can we learn from stories? (RE Jigsaw) To develop an understanding of what other people do for celebrations. To use a story to support our learning about others.		Learning Question: What is Chinese New Year? How is Chinese new year celebrated around the world? To share in the story of Chinese New Year To play with a range of materials to learn cause and effect, for example, make a string puppet using dowels and string to suspend the puppet. Explore the use of wheat and flour to make a dough (Chinese New Year)	
Expressive Arts Design Composer Focus- Mozart	Charanga- Make a Sound Learning Question: Can I transform an object?	Charanga- Make a Sound	Hey You!- Sing and make a sound. Learning Question: Can I make a giant collaborative	Hey You!- Sing and make a sound. – rehearsal Learning Question: How do I use fruit and	Left up rap for recorder. Learning Question 1: Can I reflect on what was	Perform to Year 2. Learning Question 1: How can I design and create a

FS2 Spring 1 Termly Overview

<p>Music Genre- Jazz</p>	<p>Transforming objects. How can I use materials and change how they look Colour mixing</p> <p>To join in with whole school singing assemblies</p>	<p>Learning Question 1: How can I make a 2D/3D prop for a favourite toy?</p> <p>To begin to create costumes and resources for role play.</p> <p>Friday PM- Teddy Bears' Picnic with Marmalade Sandwiches.</p>	<p>piece of work, replacing paintbrushes with body parts</p> <p>Use body parts to paint</p>	<p>vegetables to create a 'Fruit and Veg Head?</p> <p>To learn and use some cooking techniques e.g. spreading, slicing</p>	<p>successful and what was challenging?</p> <p>What would I do differently next?</p> <p>Can I use cardboard to make a recycled item</p> <p>To talk about the successes and challenges I had when creating my model Evaluation).</p>	<p>James Rizzi inspired Happy House?</p> <p>To explore different techniques for joining materials e.g. masking tape, sellotape.</p> <p>James Rizzi: Happy Houses</p>
<p>Forest School</p>	<p>Changing weather frosty walks Winter scavenger hunt</p>	<p>Changing weather Ice- writing in the ice Powder paint writing in the rain Signs of spring</p>	<p>Changing weather Rainbow stick windchimes Loppers, palm drill/ hand drill</p>	<p>Changing weather Rainbow stick windchimes- simple knots, clove hitch, reef knot</p>	<p>Changing weather Crumpets with honey over the fire</p>	<p>Changing weather Signs of spring Forest games</p>