

Communication and Language (CL)

- Begin to understand how to listen carefully and know why listening is important.
- Begin to learn new vocabulary related to weekly themes. Learn new vocabulary daily.
- Begin to ask questions to find out more and to check they understand what is being said to them.
- Begin to articulate their ideas and thoughts in well-formed sentences.
- Begin to describe events in some detail related to their own experiences.
- Engage in story times on a daily basis.
- Develop social phrases.

Mathematics (M)

- Will be able to recognise numbers 1-10
- Develop accurate counting skills - forwards and backwards to 10, count objects, actions and sounds.
- Begin to subitise, using amounts on a dice, numicon shapes etc
- Show understanding of simple add and sub facts to 5.
- Recognise and continue repeating patterns
- Will name basic 2D shapes and recognise some of their properties
- Know and use some positional language correctly
- Use language related to size, weight, length and capacity.

Understanding the World (UW)

- Talk about themselves and members of their immediate family and community.
- Name and describe people familiar to them.
- Will know the different seasons, with a focus on the key features of Autumn
- Will be able to name and match main parts of the body and features of the face
- Draw information from a simple map.
- Explore the natural world around them, follow a map around the school grounds and use senses to draw what we hear, see and can touch, understand that some places are special to some people, visit the local church.
- Using the story 'After the Storm', will create a story map using geographical key features, such as a path, bridge and stream.

Personal Social Emotional Development (PSED)

- Will learn routines and understand the boundaries and expectations in class
- Will begin to follow school rules and understand right from wrong.
- Will begin to see themselves as valuable individuals.
- Manage own needs-personal hygiene
- Be able to express their feelings and consider the feelings of others.
- Build constructive and respectful relationships within the classroom and school.
- Take part in weekly Jigsaw discussions that celebrate differences and being unique



FS2 Topic Web Autumn 1 2022

Magnificent Me



Expressive Art and Design (EAD)

- Will draw their own face including the key features using pencil, paint and oil pastels
- Will know the names of colours
- Explore colour mixing
- Learn to mix shades of green, orange and purple.
- Will know how to make shades lighter.
- Explore the 'Concentric Circles' work of Kandinsky and recreate this using autumn colours.
- Will be able to name a variety of red, yellow, blue and green objects e.g, fruit and vegetables
- Will learn a variety of songs about topics - Ourselves, Colours, Autumn and Harvest
- Create collaboratively sharing ideas resources and skills
- Sing in a group or on their own, increasingly matching pitch and following the melody.

Physical Development (PD)

- Will develop their small motor skills so that they can use a range of tools competently, safely and confidently-pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Know how to use a pencil to create patterns and write their name
- Continue to develop fine motor skills and hand-eye coordination through a variety of activities
- Will develop gross motor skills and gain increasing control over their bodies, through rolling, walking, running, jumping, crawling, hopping and climbing.
- Develop skills of control, teamwork and negotiating space through weekly PE sessions
- Begin to use their core muscle strength, to achieve a good posture when sitting at a table or sitting on the floor.



Literacy (L)

- Will recognise and practise writing their name
- Begin to learn the individual letter sounds in Floppy's Phonics.
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondence.
- Will start to write down some of the letters we know beginning to form them correctly.
- Use initial sounds in writing
- Use non-fiction texts to explore and develop thinking and talk
- Will demonstrate reading left to right, top to bottom
- Listen to and explore a range of nursery rhymes and stories, including After the Storm, Elmer, The Little Red Hen.

Communication and Language (CL)

- Use talk to help work out problems and organize thinking and activities, explain how things work and why they might happen.
- Share ideas and opinions during discussion time
- Begin to use new vocabulary in different contexts.
- Engage in non-fiction books related to the theme of 'Myself'- the senses, bones and dinosaurs.
- Understand instructions and discussion containing sequence words, first...after...last
- Listens to and talk about stories to build familiarity and understanding, anticipate key events and phrases in rhymes and stories.
- Initiates conversation, attends to and responds to what others are saying

Expressive Art and Design (EAD)

- To use a range of resources and techniques to create bonfire pictures, including painting and printing
- To recognise the 'Starry Night' work of Van Gogh and recreate this using chalks and oil pastels
- To be able to perform in front of others as part of a larger group to tell the Nativity story
- Will learn a variety of songs to sing in the Nativity play
- To know how to create a range of space pictures using different resources



Literacy (L)

- Will begin to read a few common exception words.
- Read some letter groups that each represent one sound and say sounds for them.
- Write in meaningful contexts showing skill in using correct letter formation
- Use clearly identifiable letters and words when writing
- Develop a greater phonic awareness
- Segment sounds in simple words and blend them together
- Begin to read simple words and sentences



Personal Social Emotional Development (PSED)

- See themselves as valuable individuals and can describe self in positive terms and can talk about own skills and achievements
- Understands that we are all different and shows respect for this by joining in with celebrations from different cultures
- Think about the perspectives of others and knows how to treat others with kindness and respect
- Develop empathy and work out what others are feeling
- Sort out disagreements and upsets more independently
- Take part in weekly Jigsaw discussions that celebrate differences and being unique
- Be able to look after their own things, coat, jumper, snack, water bottle etc
- Know and talk about the different factors that support their overall health and wellbeing:
-tooth brushing, healthy eating



FS2 Topic Web Autumn 2 2022

Magnificent Me



Mathematics (M)

- Count to 10 and beyond starting at different numbers.
- Recognise and use numerals to 10 and beyond, including zero
- Compare numbers
- Begin to understand the 'one more /one less than relationship between consecutive numbers to 5.
- Begin to use vocabulary related to addition and subtraction
- Understand the vocabulary and demonstrate this when talking about length, height, weight and capacity
- Use vocabulary related to time
- Recognise and sort 1p, 2p, 5p, 10p and £1.00 coins and use in role play
- Copy and continue repeating patterns.



Physical Development (PD)

- To write some letters so they are recognisable to others
- To develop our pencil grip and know how to use a pencil to write letters and numbers
- To be able to name a range of sports
- To know and talk the key features of being healthy, such as regular exercise, healthy eating and tooth brushing.
- Develop the overall body strength, co-ordination, balance and agility needed to engage in physical sessions, through a range of gym, chasing and dodging activities.
- Demonstrate an awareness of their own bodies, the shapes they can create and the ways in which they can move
- Develop throwing and catching 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
- To taste some vegetable soups and know the names for vegetables.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes



Understanding the World (UW)

- Bonfire Night - look at the story, discuss how to keep safe
- Use the computer to create a firework picture
- Will learn about our senses - hearing and sight
- Will explore the features of day and night, light and dark and look at how shadows are created
- When looking at the moon, will begin to understand that not many people go there and that there is no gravity
- Will know the names of some planets
- Begin to look at bones and fossils; link these to dinosaurs and discuss how these lived a long time ago
- Recognise that people have different beliefs and celebrate special times in different ways
- Understand that some places are special to members of their community
- Take part in important celebrations - know the story of Christmas - know the story of Rama and Sita and the Nativity



Communication and Language (CL)

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Engage in story time.
- Listen to and talk about stories to build familiarity, sequence events in stories.
- Articulate their ideas and thoughts in well- formed sentences.
- Extends vocabulary by learning and exploring new words, phrases.
- Ask questions to find out more
- Turn take when speaking and listening
- Initiates conversation, attends to and responds to what others are saying



Expressive Art and Design (EAD)

- Explore, use and refine a variety of artistic effects to express ideas and feelings, create winter pictures.
- Use a variety of materials and patterns when making Chinese decorations - vases, masks, lanterns, drums
- Create Chinese music using instruments. Respond to music to produce dragon and lion dances
- Build castles using different materials
- Use the work of Paul Klee 'Castles' as inspiration for creating their own work
- Explore clay and create Gingerbread men
- Use fruit for printing
- Learn a range of songs from Charanga music
- Create collaboratively, sharing ideas, resources and skills



Literacy (L)

- Blend sounds into words and read short words made up of known letters sounds.
- Begin to read simple words and sentences
- Break the flow of speech into words and read what they are writing
- Use clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence within a meaningful context.



Personal Social Emotional Development (PSED)

- Takes steps to resolve conflicts with others and find a compromise, building constructive and respectful relationships.
- Show resilience and perseverance in the face of a challenge.
- Identify and moderate their own feelings socially and emotionally, knows the skills and techniques needed to apply these to everyday tasks.
- Take part in weekly Jigsaw discussions that celebrate differences and being unique



FS2 Topic Web Spring 1 2023

Winter/

Once Upon a Time



Mathematics (M)

- Be able to find one more and one less from a given number to 10.
- Form numbers 0-9 with increasing accuracy
- Begin to use the vocabulary related to addition and subtraction
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Find the total of two numbers by using counting on method
- Find how many are left by using counting back method
- Begin to use everyday language related to time and money
- Use mathematical names for solid 3D shapes and their properties
- Compose and decompose shapes so that children recognise a shape can have shapes within it.



Physical Development (PD)

- Write letters so they are recognisable
- Continue to develop our pencil grip, using a pencil to write letters and numbers
- Know the key features of being healthy, exercise, healthy eating, screen time use, good sleep routines etc
- Use a range of small apparatus to develop ball skills, throwing, catching, kicking, passing, batting and aiming.
- Observe the effect of activity on knowing the importance of exercise
- Design a lunchbox knowing what foods are healthy/unhealthy
- Prepare, cook and taste different food in making biscuits & sandwiches
- To know that equipment and tools have to be used safely, when cooking and preparing food



Understanding the World (UW)

- Know and use the language of yesterday, today and tomorrow when discussing our own experiences.
- Use terms liquid, solid and gas in relation to water
- Know the key features of Winter, understanding how ice melts and snow is formed
- Discuss differences and similarities between hot and cold climates
- Find polar regions on a globe - know key animals that live in these regions
- Find China and UK on a globe
- Remember key facts about Chinese New Year
- Investigate change in materials when cooking biscuits and adding yeast to
- Use computer to decorate a variety of Chinese artefacts
- Recognise everyday utensils and appliances and their use.
- Compare and contrast characters from stories, including figures from the past
- Recognise that some environments are different to the one we live in



Communication and Language (CL)

- Understand how to listen and know why listening is important.
- Retell stories, once they have developed a deep familiarity and understanding.
- Learn and use new vocabulary daily.
- Develop social phrases
- Connect one idea or action range of connectives.
- Describe events in some Detail.



Expressive Art and Design (EAD)

- Talk about their plan or intentions when they explore, mix and use colour
- Experiment with, and modify, their repertoire of dances by introducing visual and listening experiences
- Use textures and materials to create collages
- Engage in role play and create our own Kitchen and Garden Centre Shop
- Understand different ways of life through learning about the festival of Easter and tradition of Mothering Sunday
- Create Mother's Day cards using a range of reso
- Use natural materials to create a Spring garden
- Observational drawing of spring plants
- Develop storylines in their pretend play.



Personal Social Emotional Development (PSED)

- See themselves as valuable individuals.
- Can describe self in positive terms and recognise own skills and talents
- Build constructive and respectful relationships, taking steps to resolve conflicts with others and find a compromise.
- Can talk about and understand own emotions and feelings and recognise and think about the perspectives of others.
- Manage their own needs successfully.



Literacy (L)

- Read, re-read and discuss a range of traditional tales with a focus on materials including Goldilocks, The Three Pigs and Jack & the Beanstalk, anticipate key events in stories. Read and understand simple phrases and sentences, anticipating key events.
- Use developing phonic knowledge to decode regular words and read them aloud accurately
- Use clearly identifiable letters to communicate meaning representing some sounds correctly and spelling words by identifying sounds within them.
- Write short sentences with known letter-sound correspondences using a capital letter and full stop.
- Re-read books to build confidence and fluency, understanding and enjoyment



FS2 Topic Web Spring 2 2023 Super Stories



Mathematics (M)

- Count beyond 10
- Compare numbers
- Begin to use the vocabulary related to addition and subtraction
- Find the total of two numbers by using counting on method
- Find how many are left by using counting back method
- Order two or three items by length, height or weight
- Recognise and use numbers 1 to 20
- Use mathematical names for solid 3D shapes and talk about their properties
- Program moveable toys to move in different directions
- Use the correct vocabulary in relation to mathematical concepts children are developing skills for.



Physical Development (PD)

- Build a range of structures with greater control, such as dens
- Hold a pencil effectively to write letters, most of which are correctly formed
- Children are able to name a range of foods that are good
- Compare different smells, tastes, textures and sights related to foods (vegetables in particular)
- Discuss safety in the wider environment both indoors and outdoors; be aware of places in the environment that maybe safe/unsafe and why
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop skills to skip.
- Confidently use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop skills to manage the school day- lining up, mealtimes and personal hygiene.



Understanding the World (UW)

- Begin to notice patterns around us in the environment
- Begin to name and describe materials used in buildings. Discuss some similarities and difference between these
- Begin to classify materials by their functions.
- Understand and describe features of our environment through walks, photographs, discussions
- Comment on images of familiar situations in the past.
- Observe and describe simple features of plant growth and name parts of plants
- Know some of our food comes from farms
- Observe, describe and sequence the life cycle of a variety of animals, including chickens
- Have opportunities to discuss safety in the wider environment through outdoor activities - Easter egg hunt and spring walks,
- Understand the effect of changing seasons on the natural world around them.



Communication and Language (CL)

- Ask questions to find out more and check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Use new vocabulary in different contexts.
- Learn rhymes, poems and songs.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.
- Learn and use a range of new vocabulary throughout the day.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.



Mathematics (M)

- Use the vocabulary related to add and subtract number sentences
- Continue to use the using counting on and counting back methods to solve simple addition and subtraction sums
- Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.
- Recognise and use numbers 1 to 20
- Continue, copy and create repeating patterns
- Order two or three items by capacity
- Create block graphs and know how to use them
- Use mathematical skills in problem solving
- Use the correct vocabulary in relation to mathematical concepts children are developing skills for
- Show a deep understanding of numbers to 10



Personal Social Emotional Development (PSED)

- Show an understanding of their own feelings and those of others, and begin to regulate their own behavior accordingly.
- Understand boundaries and that some behaviours are unacceptable and have consequences
- Takes steps to resolve conflicts with others and finding a compromise
- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Work and play cooperatively and take turns with others.
- Know and talk about the different factors that support their overall health and well-being:
 - being a safe pedestrian and sensible amounts of screen time



Literacy (L)

- Retell stories and narratives using their own words and new vocabulary.
- Read and understand phrases and simple sentences made up of words with well-known letter-sound correspondences and some common exception words.
- Write a simple sentence which can be read by others, with recognisable letters.
- Use phonic knowledge to decode regular words and read them aloud accurately



Say sounds for each single letter and for 10 digraphs



FS2 Topic Web Summer 1 2023



In My Garden



Expressive Art and Design (EAD)

- Observational drawings of different minibeasts
- Design, make and create minibeasts and garden activities on both small and large scales, using different materials
- Use a range of textures and media to create a minibeast collage
- Create a piece of art using recycled materials
- Engage in role play related to stories of minibeasts
- Make use of props and materials when role playing narratives and stories
- Recognise the work of Matisse and create our own interpretation of 'The Snail'
- Plan the best way to assemble and join materials, selecting appropriate resources and tools
- Create imaginative fish, insects and birds, changing and adapting their work
- Invent, adapt and recount narratives and stories.
- Perform songs, rhymes, poems and stories, and try to move in time with music.
 - Sing in a group or on their own, increasingly matching the pitch and following the melody.



Physical Development (PD)

- Combine different movements with ease and fluency.
- Pretend to move like minibeasts in a variety of imaginative ways; flutter like a butterfly, slide like a snail, wiggle like a worm
- Know how to start and finish a movement through dance and know how to create simple movement sequences
- Negotiate space and obstacles safely, with consideration for themselves and others, be able to share a space with them
- Demonstrate strength, balance and coordination when playing.
- Be able to name foods that are healthy and good for us
- Hold a pencil effectively, use a comfortable pencil grip and write letters effectively
- Begin to show accuracy and care when drawing.



Understanding the World (UW)

- Talk about their own gardens; encourage children to think about ways of improving the natural environment using plans, drawings and models
- Consider the school grounds and have opportunities to design practical, attractive environments
- Observe and discuss different habitats and why animals live and exist where they do; focus on snails, ladybirds and bees, make a bee hotel
- Know the sequence the life cycle of a variety of animals (butterfly, frog, snail)
- Be able to discuss similarities and differences in relation to living things, sort and classify minibeasts
- Recognise common British birds, creatures and insects that live in ponds
- Make a bird feeder and understand what birds can eat
- Know and understand what recycling is
- Explain some similarities and differences between life in the country and in other countries, drawing on knowledge from stories.
- Talk about the lives of people around them and their roles



Communication and Language (CL)

- Listen attentively in a range of situations and they respond to what they hear with relevant comments questions or actions
- Use talk to help work out problems and organise thinking and activities explain how things work and why things might happen.
- Listen to and talk about selected non-fiction to develop a deep familiarity with it and vocabulary.
- Hold conversations when engaged in back and forth exchanges with their teachers and peers.
- Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate



Literacy (L)

- Use and understand new vocabulary in discussions about stories, non-fiction, rhymes, poems and during role play experiences.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Continue to use their phonic knowledge to write words.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Demonstrate skill in using correct letter formation



representing the correct sounds in words.



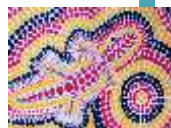
Physical Development (PD)

- Talk about health and safety through seasonal change and its impact on our bodies
- Use a range of small tools, including scissors, paintbrushes and cutlery. Continue to raise the children's awareness of objects that are only safe for adults to use in certain circumstances - e.g. matches, knives,
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing e.g pretend to move like under the sea creatures
- Describe and comment on their own actions and that of their peers - notice similarities and differences
- Observe, discuss and copy what they see when creating movements



Expressive Art and Design (EAD)

- Recognise the features of different animals native to Australia and Brazil when creating their own drawings and paintings from observation
- Use various collage techniques when creating animals from the rainforest, discuss the process.
- Create Aboriginal art and activities, on small and large scales, indoors and outside
- Know how to use a range of textures and materials to create 'rainforest' and 'under the sea' pieces of art.
- Share their creations, explaining the process they have used.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Sing a range of well-known Nursery rhymes and songs.



FS2 Topic Web Summer 2 2023 Around the World



Mathematics (M)

- Count reliably with numbers from 1-20, place them in order and say which number is one more or one less or the same as a given number.
- Verbally count beyond 20, recognizing the pattern of the counting system.
- Can add and subtract two single digit numbers, counting on or back to find the answer,
- Automatically recall number bonds for numbers 0-10
- Solve practical problems, including doubling, halving and sharing.
- Subitise to 5
- Use everyday language when exploring weight, length, capacity and time
- Use the language of money, can use addition and subtraction to find totals and change
- Can explore the characteristics of everyday objects and shapes and use mathematical language to describe them
- Explore and represent patterns up to 10, including odds and evens, doubling facts and distribution of quantities



Personal Social Emotional Development (PSED)

- Show sensitivity to others needs and feelings
- Be able to resolve a conflict
- Be confident to speak in a familiar group
- Give focused attention to what the teacher says, responding appropriately, showing the ability to follow instructions
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Prepare for change through discussions and transition sessions with Year 1 staff.

Understanding the World (UW)

- Identify vehicles and modes of transport used in different environments
- Observe and discuss different types of transport
- Talk about what forms of transport they use
- Know and understand what forms of transport we need to get across the world, to places like Australia and Brazil
- Recognise similarities and differences between two contrasting locations (seaside and town) using story, maps, experiences
- Be able to explore different seaside shells, rocks etc. and classifying by a range of criteria
- Understand and talk about seasonal weather change, in relation to Summer
- Know some similarities and differences between different religious and cultural communities
- Understand the past through stories, culture and transport.

