



FS2 Spring 2 Curriculum

Adventures from Land, Sea and Space!



Commitment

We are brave,
enthusiastic
and
motivated.



Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will **compare and contrast characters from stories** to support them in **retelling stories that they have a deep familiarity with.**

They will continue to **explore the natural world around** them and use this to **understand the past through settings, characters and events encountered in books.**



Possible Enhancements and Activities

Provide resources for children to rein act the first moon landing. Children could create a flag to put on the moon and say the famous words 'one small leap for man, one giant leap for mankind'.

Use this historical event of the first moon landing to explain how long ago this happened using photos of family generations. Show children pictures and objects from this time such as phones, cars, televisions and use this as a talking point to discuss how things have changed.

Children to investigate dinosaurs observing what is similar and different. Children to use words to describe what the dinosaurs looked like. Support children in understanding the size of dinosaurs by measuring out their different body parts. Use this as an opportunity to compare the length and height of objects.

Children to pretend to be aliens to create their own pseudo words. Children could use this to write letters to and from aliens including the pseudo words they have created.

Children to use materials to create a pirate ship. Test the pirate ships to see which float and which sink. Use this as an opportunity to investigate which materials float and sink, observing patterns and change.

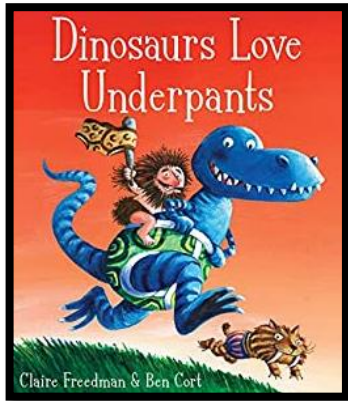
Create and show children treasure maps, encouraging them to find treasure around the classroom. Use this as an opportunity for mark making (labelling maps) and providing instructions to a partner.

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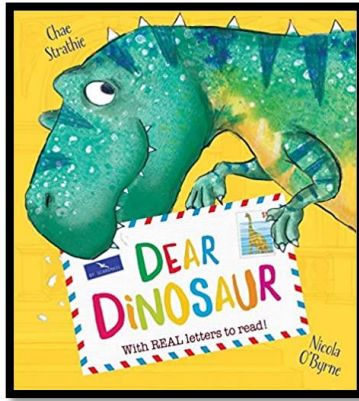
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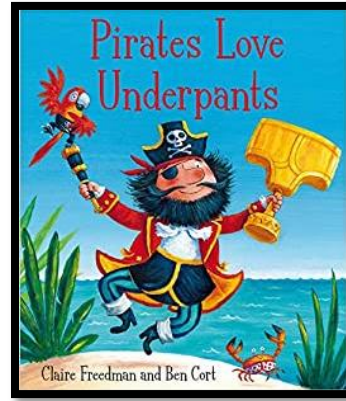
Book Hooks



To provide children with a similar book with different characters so that they can begin to compare and contrast.



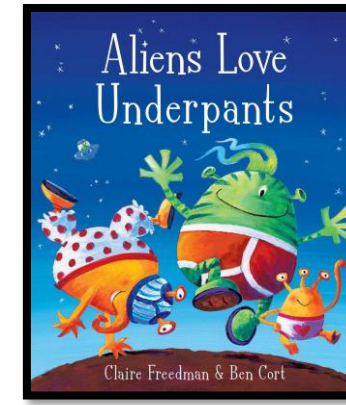
To support children in understanding dinosaurs through the context of a story.



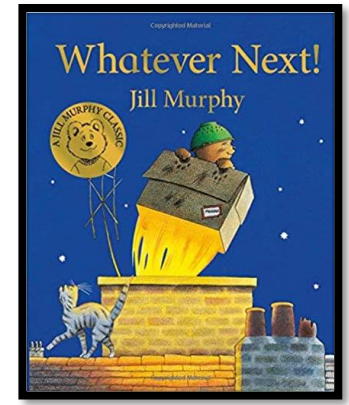
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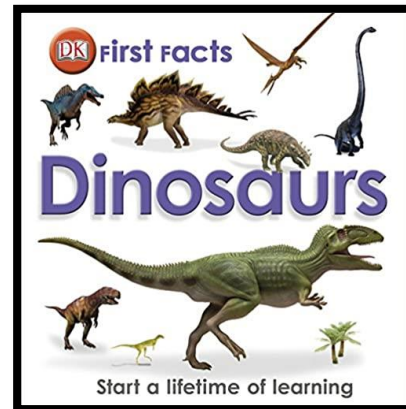
To support children in understanding pirates through the context of a story.



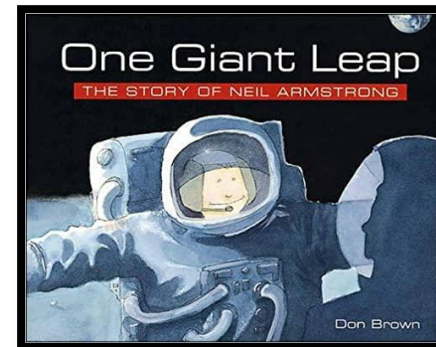
To provide children with a similar book with different characters so that they can begin to compare and contrast.



To support children in understanding space through the context of a story.



To support the children in learning key facts about dinosaurs.



To support children in learning key facts about the first moon landing.

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Curriculum Links – Prime Areas

	Reception children will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> Learn new vocabulary and use it throughout the day, Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Identify new vocabulary you want the children to learn in new activities and books. Use pictures to support the children in understanding of the new vocabulary and model using it in a range of sentences and contexts. Use the vocabulary repeatedly throughout the week and model using it within play situations in the setting. Explain new vocabulary in the context of the story rather than in isolation so that the children have a hook and real example of the words use. Use non-fiction books to support the children in learning new vocabulary related to the topic. Use this opportunity to discuss how fiction and non-fiction books are different. Make links to the fiction books. Narrate events and actions using grammatically correct, longer sentences that are joined by a conjunction e.g. “When we go to the hall we will be quiet so that we don’t disrupt the other children”.
PSED	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<ul style="list-style-type: none"> Model positive behaviour and highlight exemplary behaviour, narrating what was good about the behaviour. Encourage children to express their feelings if they feel hurt or upset. Use books to talk about characters feelings and support the children in comparing this to familiar contexts. Encourage children to think about their own feelings and the feelings of others by giving explicit examples of how others might feel. Model practices that support good hygiene and narrate your own decisions about healthy foods. Provide opportunities for children to try a wider range of foods to expand their pallet and healthy eating choices. Use stories to support children in understanding the perspective of others using ‘how’ and ‘why’ questions to develop this.
PD	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<ul style="list-style-type: none"> Offer children activities to develop and further refine their small motor skills.. Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practise, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. Model correct letter formation for the children to practice and apply. Ensure feedback and support is given during all writing opportunities (adult directed / child initiated). Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements.

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Curriculum Links – Specific Areas

	Reception children will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences. 	<ul style="list-style-type: none"> Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Have words that apply their taught GPC's in the environment that link to the current topic e.g. chop, stick. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Find opportunities within the timetable for 1:1 and small group reading sessions using the Bug Club Phonics Books. Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. For sentences that have words that include unknown GPC's, write these words for the children and encourage them to write words they are confident with.
M	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Compare numbers. Understand the 'one more than/one less than' relationship. Begin to recall some number bonds for numbers 1-10. Count beyond ten. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	<ul style="list-style-type: none"> Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it. Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"
UTW	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organize events using basic chronology, recognizing that things happened before they were born. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Teach children about a range of contrasting environments. Model the vocabulary needed to name specific features of the natural world, both natural and man-made. Share non-fiction texts that offer an insight into contrasting environments
EAAD	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.

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Knowledge Organiser

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> • Dinosaurs lived a long time ago before people. • Dinosaurs are now extinct. • The first dinosaurs were carnivores because there were no plants. When plants started to grow some dinosaurs became omnivores. Some dinosaurs chose to only eat plants and became herbivores. • Neil Armstrong was the first person to land on the moon. • Know that technology has changed and works differently (televisions, computers, phones). 	<ul style="list-style-type: none"> • The green on earth is land and the blue on earth is sea. • Islands are surrounded by water. The water is called sea. • We can travel across the sea to other countries by train, boat or aeroplane. • Know that Derby is a city in the middle of England. There is not a beach in Derby. To get to a beach we have to drive. A beach we might go to is Skegness. 	<ul style="list-style-type: none"> • Use materials to create different textures to create a picture or model of an animal. • We can mix colours to make new colours of different shades. Red and yellow make orange, blue and yellow make green and blue and red make purple. 	<ul style="list-style-type: none"> • Plan, do and review constructions and reflect on what worked well using the best material. Use the process to build boats that float, adapting and improving constructions. 		<ul style="list-style-type: none"> • There are planets in Space. • We live on the planet Earth. • There are 8 planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune). • The moon comes out at night and the sun comes out in the day. • Dinosaurs can be omnivores, carnivores or herbivores. • Some humans are omnivores and some are herbivores. 		
						<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>	