

**Class: FS1 and FS2**

**Overview**

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| SUBJECT | CONTENT |
| Life and Living | * Actions – in play/daily life * Linking actions to body parts * Growth sequences – people, animals, plants, minibeasts * Favourite activities / toys / places * Jobs / people who help us, * Healthy eating / living. * Leisure activities. * Emotions.) * Flowers & trees in the garden * Growing and caring for plants / flowers * The weather |
| Stories and rhymes | * Ladybird ladybird * Jack & beanstalk, * Toot Toot, * Hungry Caterpillar. * The Flowers that grow in the garden * Mary Mary Quite contrary * I love the sun * There’s a tiny caterpillar on a leaf * The enormous Turnip * Flowers in the garden(clap hands) * Old MacDonakld |
| Communication and Language | Developing Vocabulary (expressive and receptive)  • actions  • associated body parts.  • people,  • family,  • plants and gardens  • growing  • animals and mini beasts.  •  developing concepts  • Old young  Imitating actions from adult.  Question forms  • What doing? What who  • What’s happening  • Why because as appropriate  Body part puzzles  Emotions – naming and cause and effect |
| Physical Development | Gross motor  • Imitating actions  • Hand-eye and foot–eye co-ordination – rolling balls, kicking ball, climbing, swinging, pushing, pulling.  • Pouring – sand / water / pasta/ soil.  Fine motor  • Playdough – manipulation and use of tools.  • Rolling into balls  • Pouring – sand / water / pasta/ soil.  • Hand-eye co-ordination, Use of tools (cooking, planting, sand, dough).  • Fine finger manipulation  • playdough,  • picking up small items pointing.  • Use of tools (cooking, planting, sand, dough).  • Fine finger rhymes.  • cooking actions  • Cutting dough & soft foods – play knife.  • Decorating food  • Glue & paint tools  PE – games  • Balls / bean bags in and out of containers  • Running around sets of cones  • Chasing games  • Actions on objects  • Simple rules |
| Expressive Arts and Design | Playdough / clay  sticking activities  • Tactile – collage of Humpty Dumpty (sitting / falling), collage of flowers / leaves  • Composite pictures  • Making collages of figures and animals  •  painting  • Paint – 1 colour. (hands / feet) (flowers /sun)  • Using different painting techniques  • Different size brushes  printing  • Printing regular shapes  • Printing – squares to make wall.  sand / water activities  imaginative play  Music  • Loud / quiet. “Fingers like to wiggle waggle” “See the little bunnies sleeping”  • Shakers / drums / Keyboards.  • fast / slow happy / sad  • Linking instrument to a sound. |
| Mathematics | * Sequencing numerals 1-5   Space shape and measures  • Mathematical vocab. –big / little, full / empty  • Sorting / matching by big / little shapes.  • Time – Sequencing of events; growth.  • Concept Dev’t. – big / little, tall / short and comparative language and ordering  • position – on, in, on top, before, after (first .. then)  • Nesting and stacking.  • Towering bricks. |
| Outdoor learning | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. See “Enabling Environments” in EYFS Development Matters Document  Decking Activity  • balancing equipment; Wave, large tiles, Rainbow stones, stepping stones, knobbly corridor, Curved corridor, arches, wobble boards, Jigsaw balancing, trampette  • eye-hand coordination activities; musical instruments. big bricks, washing line/reaching fabric, fabric, easel.  • Big sand tray  • Bubbles  • Reaching up for objects on washing line, wigglies/fabric/tights/balloons/pictures of characters, themselves or numbers.  • Transferring bricks/little tiles/bean bags between floor/ box/table/bag on line.  Play ground activity (changing daily)  • balls, low balancing- stepping logs/rainbow stones/jigsaw balancing. large balancing, blue wave, large bricks.  • big cars, trampettes, pop rockers, wobble boards, construction, balls on guttering.  • low balancing- curved corridor/ knobbly corridor, arches, large tiles, parachute.  • bikes and scooters, rockers, pop rockers, fabric, tents and tunnels, big bubbles.  focus activity  • sand bags/jenga/foam bricks, wheel barrows, buckets, heavy/light symbols.  • Parachute for children to sit on and be pulled.  • Big paper/cardboard to draw water/boats, tracks/trains, road/cars.  • Carrying heavy/light objects. Categorising heavy/light items. Pulling a heavy parachute.  • Drawing.  • Builder’s trays, compost, flower pots different sizes, spades, symbols “fill”, “empty”  • Using compost to fill and empty pots. Big and little flower pots.  • Sorting flowers/twigs/fir cones/leaves into trays.  • Extend to copy sequence or item in feelie bag.  • flowers to repot, watering can, photo sequence of activity. Bulbs/herbs- Repotting flowers (bought on Monday’s walk to Homebase) into individual pots.  • Stretchy lycra, tights on fence, parachute.  • Pulling fabric/tights tied to the fence. Adult pull children along the ground on the parachute. Children pull each other on the parachute.  • bug hunt.  • tree/bark rubbing |
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