

**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
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| 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
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| 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 youngImitating actions from adult.Question forms• What doing? What who• What’s happening• Why because as appropriateBody part puzzlesEmotions – 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 toolsPE – 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 / claysticking 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 brushesprinting• Printing regular shapes• Printing – squares to make wall.sand / water activitiesimaginative playMusic• 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 DocumentDecking 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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