



**UNIT OF INQUIRY 1 (On-going)**

	<p><b>Central Idea</b> Stories can be expressions of imagination and feelings</p> <p><b>Key Concepts</b> Perspective, Causation, Function</p> <p><b>Related Concepts</b> Structure, Creativity, Expression, Feelings, Imagination</p>	<p><b>Lines of Inquiry</b> Different ways stories can be expressed Stories help us identify feelings Ways to show imagination</p> <p><b>Key Vocabulary</b> Stories, narrative, feelings; sad, happy, angry, excited, creative, imagination</p>
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**UNIT OF INQUIRY 2**

	<p><b>Central Idea</b> People interact with others and their surroundings through work and play</p> <p><b>Key Concepts</b> Form, Function, Responsibility, Perspective</p> <p><b>Related Concepts</b> Choices, Feelings, Personality, Expression, Communication</p>	<p><b>Lines of Inquiry</b> Emotions My five senses Similarities and differences between us</p> <p><b>Key Vocabulary</b> Senses, touch, feel, taste, see, hear, blind, emotions, happy, sad, angry, worried, cross, tired, surprised, upset, embarrassed, excited</p>
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**LANGUAGE**

	<p><b>Speaking &amp; listening</b> Use language to recreate roles and experiences Use talk to question and to express self Listening to and following instructions</p> <p><b>Reading</b> Reading a variety of books for information and pleasure Reading fiction and nonfiction stories from children's interest</p> <p><b>KG</b> Begin reading books without words (Oxford Reading Tree)</p> <p><b>REC</b> Reading captions and labels Word Boxes with High Frequency Words Reading Books 2 times a week Reading short sentences and captions</p>	<p><b>Phonics, Spelling and Vocabulary</b> Acquiring knowledge and gaining vocabulary through a range of stories</p> <p><b>KG</b> - Letters and Sounds - Phase 2 including s, a, t, p, i, n</p> <p><b>REC</b> - Letters and Sounds - Phase 3 Including j, z, x, y, w, v, zz, qu as well as digraphs and vowel digraphs</p> <p>Spelling high frequency words including tricky words Segmenting words in order to spell them</p> <p><b>Writing</b> Holding pencil correctly and sitting in the correct position when writing</p> <p><b>KG</b> - Mark making, ascribing meaning to marks made Writing Own name</p> <p>Begin to form letters correctly</p> <p><b>REC</b> - Writing captions, labels and simple sentences Developing correct letter formation</p>
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**MATHS**

# EYFS KG/R CURRICULUM OVERVIEW Term 2 2017-18



	<p><b>Number</b>  <b>KG</b>                  Counting and representing numbers up to 10, extending to 20                  Recognising 2D shapes  <b>REC</b>                  Counting in 5's and 10's up to 100                  Recognise, order and represent numbers to at least 20                  Addition and subtraction, solving problems  <b>3D shapes</b> - cube, cuboid, cylinder and sphere  <b>Position and Direction</b> -                  learning directions such as forward, back, left and right                  Positioning objects according to prepositional language. Use the beebots to give directions                  Counting quantities and comparing the amounts saying which is more/fewer or the same.</p>	<p><b>Time</b> -                  Timing events                  Passing time - learning the days of the week                  Measure short periods of time in simple ways  <b>KG</b> - Sequencing the activities in a day  <b>REC</b> - Reading clocks when it is o'clock  <b>Money</b> -  <b>KG</b> - Counting coins and using them in their role play  <b>REC</b> - Recognising coins and counting pennies to purchase something  <b>Weight</b> - Comparing the weight of different objects saying which is heavy/light, heavier/lighter, the same as</p>
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## ICT

	<p>Use of iPads to play games linked to phonics and maths.                  Using bee-bots to programme directions                  Use of class cameras to record different expressions that represent emotions                  iPads to draw pictures and type simple captions                  Using the interactive whiteboard to mark make, control interactive games linked to the curriculum</p>
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## ART

	<p>Exploring emotions through drawing and painting                  Painting with hands/fingers                  Drawing to different mood music                  Make shakers using different fillings                  Illustrating stories using drawings                  Using 3D boxes to construct models                  Exploring sticking techniques with glue, tape and glue sticks                  Creating shapes using playdough</p>
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## FRENCH

	<p>Simple songs and rhymes with actions and puppets.                  Respond to simple questions                  Parts of the body related to the senses in French - songs 'La tete, les epaules, les genoux, les orteils.</p>	<p>Role play feelings and emotions                  Happy/sad with Monsieur Pouce                  Content/triste/peur/en colere/fatigue                  Stories related to the unit                  'Je suis trop gros'                  'Devine comme je t'aime'                  Counting in French Combien/how many?                  Names of colours -' Le citron n'est pas rouge'</p>
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# EYFS KG/R CURRICULUM OVERVIEW Term 2 2017-18



## MUSIC

	<p><b>Integrated:</b> Ongoing: reading stories from around the world with musical illustrations. The children will be encouraged to respond with acting, dancing or playing instruments. T2: singing songs about the five senses and emotions (If You're Happy etc); coordinate singing with body movement using the Singing Hands method - a child-friendly version of the Makaton sign language.</p>	<p><b>Stand alone</b> Singing: Nursery Rhymes, focusing on singing smoothly and gently and recognising and singing with high and low voices. Rhythm skills: learning to play basic note length values on percussion instruments. Boomwhackers: learning to play rhythmic patterns jumping over one bar. Appreciation: learning about instrument families: strings (violin, cello, double-bass) and woodwind (flute, clarinet, saxophone)</p>
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## PE

	<p>The students will be exploring their creativity through different dance games. They will learn basic dance steps demonstrated by the teacher and copy body actions demonstrated through the use of Just Dance videos. They will ultimately perform a dance in front of an audience showing coordination and control.</p>	<p>The students will begin outdoor adventures and complete a variety of challenges that involve exploring the school grounds. They will learn what a map is and begin to identify the 5 senses.</p>
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