Year Group: Foundation Stage Curriculum Planning Advent 2 Teachers: SM/KA/CA/MB/NB/SC/CW

Personal Social and Emotional Development

To select activities and resources with help when needed.
To develop their sense of responsibility and membership of a community.
To show more confidence in new social situations.
To talk with others to solve conflicts.
To build constructive and respectful relationships.
To express their feelings and consider the feelings of others.
To show resilience and perseverance in the face of challenge.

Religious Education

Welcome
Children begin to understand that Baptism is a welcome to God's family.
Judaism Week
Birthday
Children begin to understand about advent and about preparing for Jesus' birth.

Understanding the World

To talk about what they see, using a wide vocabulary.
To use all their senses in hands-on exploration of natural materials.
To recognise that people have different beliefs and celebrate special times in different ways.
To comment on images of familiar situations in the past.
To understand the effect of changing seasons on the natural world around them
To explore the natural world around them.

Communication and Language

To understand a question or instruction that has two parts.
To sing a large repertoire of songs.
To use talk to organise themselves and their play.
To learn new vocabulary.
To ask questions to find out more and to check they understand what has been said to them.
To describe events in some detail.

Literacy

To understand the five key concepts about print.
To develop their phonological awareness.
To write some or all of their name.
To write some letters accurately.
To say sounds for some letters.
To write simple words.
To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

CENTRAL THEMES

Light and dark- Festivals, celebrations, space, day and night.

Expressive Arts and Design

To explore different materials freely, to develop their ideas about how to use them and what to make.
To develop their own ideas and then decide which materials to use to express them.
To join different materials and explore different textures.
To explore, use and refine a variety of artistic effects to express their ideas and feelings.
To return to and build on their previous learning, refining ideas and developing their ability to represent them.

Physical Development

To develop movement, balancing and ball skills.
To match their developing physical skills to tasks.
To use one handed tools and equipment.
To be increasingly independent as they get dressed and undressed.
To revise and refine fundamental movement skills.
To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics.

MFL

*To learn greetings and introductions in French.
*To learn words for different parts of the body.
*To count to 5 in French.

Mathematics

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
To solve real world mathematical problems with numbers up to 5.
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
To experiment with their own symbols and marks as well as numerals.
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
To subitise.
Link the number symbol (numeral) with its cardinal number value.