

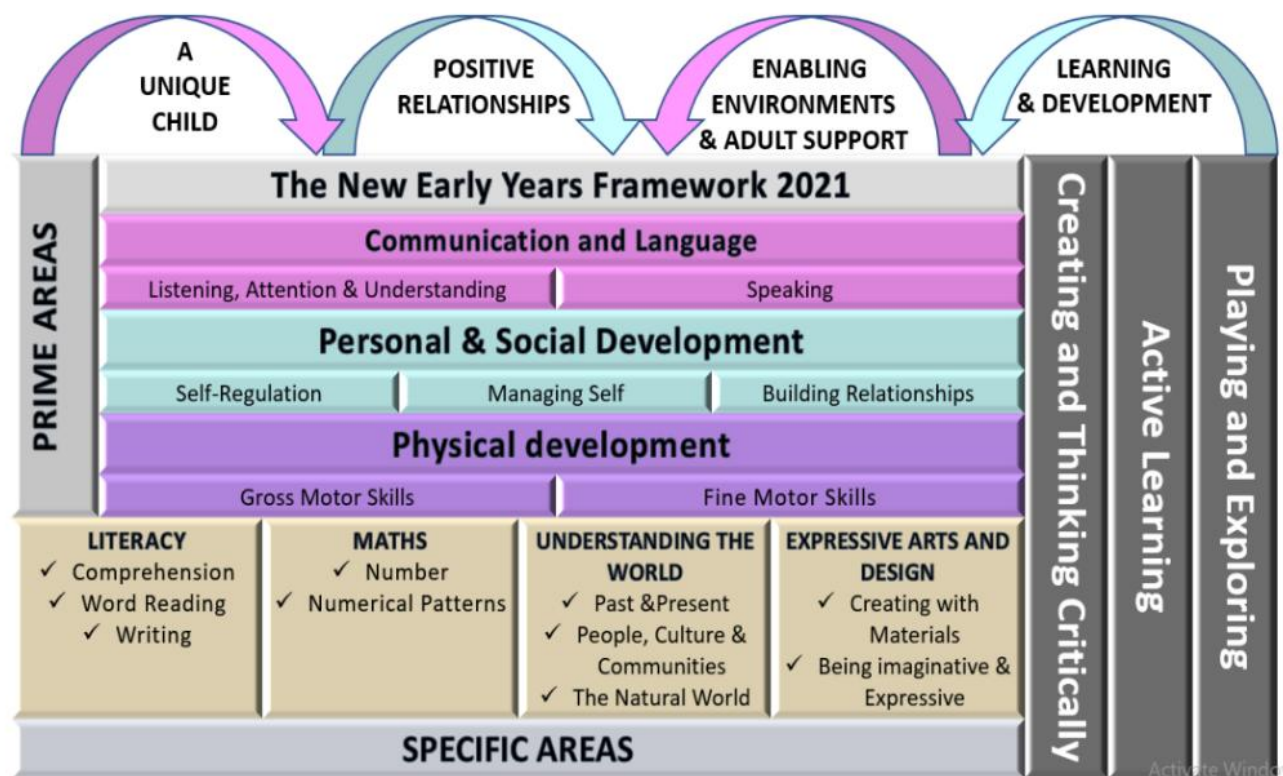
F2 Curriculum 2026 - 2027



Oak Class



Elm Class



Our school values both intellect and character so that all Northfield pupils can achieve as they grow and learn, improving from their starting points.

F2 Curriculum Plan 2026 – 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's Interests.	Marvellous Me! - Starting school - New beginnings - New friends - My family - Body parts - Emotions - People who help us - Autumn	Let's Celebrate! - Bonfire Night - Remembrance - Diwali - Hanukkah - Anti-bullying week - The Nativity at Christmas - Autumn/Winter	5, 4, 3, 2, 1 Blast Off! - Chinese New Year - The Moon - Space - Planets - Our world - Pancake Day - Winter	All Around the World - Easter - Hot places - Cold places - Animals around the world - Spring	Let's Go! - Transport now - Transport then - Spring/Summer	If You Go Down to the Woods - Animals - Habitats - Maps - Summer
High Quality Texts	1. The Colour Monster 2. Once There Were Giants 3. What Makes Me a Me? 4. We're Going to Find the Monster!	1. Binny's Diwali 2. Festivals 3. Sammy Spider's First Hanukkah 4. Little Glow 5. The Jolly Christmas Postman 6. The Christmas Story	1. The Darkest Dark 2. On the Moon 3. Here We Are 4. A Walk in the Woods	1. Lost and Found 2. Poles Apart 3. Handa's Surprise 4. Blue Penguin 5. Penguin on Holiday 6. A Grand Place 7. Something Else	1. Travel and Transport (Then and Now) 2. The Journey 3. The Train Ride 4. Mr Grumpy's Motorcar 5. Emma Jane's Aeroplane 6. Mrs Armitage on Wheels 7. Clem and Crab	1. Sights of the Woodland 2. A Walk in the Woods 3. It's the Bear Books 4. The Gruffalo 5. Goodnight Forest 6. Romeosaurus and Juliet Rex
'Wow' Moments / Enrichment	Our Favourite Books Scrapbook Family photos Baby photos Reading photos GLOW Day	Our Favourite Books Scrapbook Dance coach Reading photos Remembrance event EYFS Nativity Santa Visit Perlethorpe Nativity trip	Our Favourite Books Scrapbook Reading photos Gymnastics coach Pancake Races	Our Favourite Books Scrapbook Egg rolling Reading photos GLOW Day Library visit World Book Day	Our Favourite Books Scrapbook Reading photos Bikeability Emergency Services visit	Our Favourite Books Scrapbook Reading photos GLOW Day Sports Week Pleasley Vale trip Library visit

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Let's Celebrate!	5, 4, 3, 2, 1 Blast Off!	All Around the World	Let's Go!	If You Go Down to the Woods
Characteristics of Effective Learning	Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					

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General Themes	Marvellous Me!	Let's Celebrate!	5, 4, 3, 2, 1 Blast Off!	All Around the World	Let's Go!	If You Go Down to the Woods
British Values	Democracy, Rule of Law, Tolerance, Mutual Respect, Individual Liberty					
	Voting for a book to read Harriet Tubman (book) We're Going to find the Monster! (book) Belonging (RE) Rules (PSHE) Forest School	Voting for a book to read Religious Festivals Talking Points (PSHE) Binny's Diwali (book) Sammy Spider's First Hanukkah (book) Festivals (book) What times are special and why? (RE) Perlethorpe trip Forest School	Voting for a book to read Chinese New Year Here We Are (book) A Walk in the Woods (book) Which stories are special and why? (RE) Forest School	Voting for a book to read Talking Points (PSHE) Religious Festival (Easter) Handa's Surprise (book) Something Else (book) Which stories are special and why? (RE) Library visit Forest School	Voting for a book to read Talking Points (PSHE) Clem and Crab (book) Which people are special and why? (RE) Forest School	Voting for a book to read Talking Points (PSHE) Which places are special and why? (RE) Library visit Pleasley Vale trip Visit a church Forest School
Assessment Opportunities	Inhouse – Baseline data National Baseline data Rocket Phonics baseline assessment Rocket Phonics Half Term 1 assessment Pupil progress meetings EYFS team meetings Open evening for parents	Ongoing assessments Rocket Phonics Half Term 2 assessment EYFS team meetings	Ongoing assessments Rocket Phonics Half Term 3 assessment Pupil progress meetings EYFS team meetings Open evening for parents	Ongoing assessments Rocket Phonics Half Term 4 assessment EYFS team meetings	Ongoing assessments Rocket Phonics Half Term 5 assessment EYFS team meetings EYFS Profile	Ongoing assessments Rocket Phonics Half Term 6 assessment EYFS team meetings Show Time for parents Reports EOY data EYFS Profile
Parental / Carer Involvement	Welcome meeting Phonics meeting Class Dojo involvement Family photos Baby photos Reading photos Open evening	Class Dojo involvement Reading photos Christmas Craft Nativity Favourite book scrapbook Perlethorpe trip	Class Dojo involvement Reading photos Favourite book scrapbook Open evening	Class Dojo involvement Reading photos Favourite book scrapbook World Book Day reading Library Visit	Class Dojo involvement Reading photos Favourite book scrapbook	Class Dojo involvement Reading photos Favourite book scrapbook Reports Showtime Sports day Library Visit Pleasley Vale trip

Diversity Texts

BME Main Characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
We're Going to Find the Monster! Harriet Tubman Binny's Diwali Handa's Surprise Sophie Says Be Proud of Who You Are A Walk in the Woods	Binny's Diwali Sammy Spider's Hanukkah Festivals	Whilst none of the books we read explicitly cover neurodiversity, many promote individuality, self-acceptance, and empathy—messages that support neurodiverse children and encourage inclusivity among all readers.	Whilst none of the books we read explicitly cover physical disabilities, many promote individuality, self-acceptance, and empathy—messages that support physically disabled children and encourage inclusivity among all readers.	Once There Were Giants What Makes me a Me? My Magic Family
All the texts above are used during Talking Point (PSHE) lessons, Drawing Club or topic lessons. We have other texts which promote diversity; these can be found in browsing boxes, the reading area and for class story.				

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Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles during milk & snack time, PSHE times, stories, singing, NELI interventions, daily story time using high quality texts, Drawing Club, Mr. Tongue	Welcome to EYFS Milk and snack time (circle time) Settling in Making friends Talking about experiences familiar to them Different families Follow simple instructions Develop vocabulary Model talk routines through the day e.g. "Good morning, how are you?" Drawing Club Mr. Tongue Talking Points Forest School Our environment, provision and adults	NELI interventions Milk and snack time (circle time) Listening and responding to stories Following instructions Understand how to listen carefully and why listening is important Discuss festivals and celebrations Nativity performance Drawing Club Mr. Tongue Talking Points GLOW Day Forest School Our environment, provision and adults	NELI interventions Milk and snack time (circle time) Asks how and why questions Retell a story with story language Ask questions to find out more and check they understand what has been said to them Describe events Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs Drawing Club Mr. Tongue Talking Points Forest School Our environment, provision and adults	NELI interventions Milk and snack time (circle time) Retell a story with story language Retell an experience Articulate my ideas and thoughts Ask questions to find out more Understand who, why, when, where and how. Use a range of tenses correctly. Connect one idea or action to another using a range of connectives. Drawing Club Mr. Tongue Talking Points GLOW Day Forest School Our environment, provision and adults	NELI interventions Milk and snack time (circle time) Rhyme/rhyming sentences Describe events in some detail Listen attentively and respond to what I hear with relevant questions and comments. Ask questions to clarify understanding. Drawing Club Mr. Tongue Talking Points Forest School Our environment, provision and adults	NELI interventions Milk and snack time (circle time) Express ideas and feelings in full sentences. Use past, present and future tenses. Hold conversations when engaged in back-and-forth exchanges. Use full sentences to express ideas and feelings. Offer explanations for why things might happen. Drawing Club Mr. Tongue Talking Points GLOW Day Forest School Our environment, provision and adults

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Managing Self	Kapow Self-Regulation: My Feelings Settling in Routines Circle times through milk and snack daily Modelling play and conversation	Kapow Building Relationships: Special Relationships	Kapow Managing Self: Taking on Challenges	Kapow Self-Regulation: Listening and Following Instructions	Kapow Building Relationships: My Family and Friends	Kapow Managing Self: Well-Being
Making Relationships	Ongoing: Know how to tolerate delay when my needs are not immediately met and understand they may not always be met. Know how to wait for an adult's attention if they are talking to another child Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others. Know how to initiate play, offering cues to my friends to join me. Know how to start conversations and take account of what others say. Know I can take steps to resolve conflict e.g.: finding a compromise without adult support. Know how to build constructive and respectful relationships. Know the boundaries set and of behavioural expectations in the class. Know that having responsibilities can be enjoyable e.g. carrying out small tasks. Know that praise for what I have done is a positive thing. Know that an adult should be present when on the internet. Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Know it is important to remember my manners. Know how to make my own needs, wants, interests and opinions known to others in an acceptable way. Know how to put my own coat and jumper on even if the sleeves are inside out. Know how to put on my own socks and shoes on.					

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RE Understanding the World/PSE Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups with their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Who are we and how do we belong? Bible story - In the Beginning Harvest Celebration	What times are special and why? Bonfire Night Diwali Hanukkah Christmas	Which stories are special and why? The Lost Sheep The Lost Son The Wise and Foolish Man The Good Samaritan Chinese New Year Celebration	Which stories are special and why? Moses as a Baby Noah's Ark Daniel and the Fiery Furnace Daniel and the Lion's Den Easter Celebration	Which people are special and why? The Blind Man is Healed Lazarus Comes Back to Life Jesus Feeds the 5000	Which places are special and why? Look at the features of a church Visit a church

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Physical Development Fine Motor Every day we do Dough Disco and handwriting. We also make sure our provision provides children with lots of opportunities to develop their fine motor.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	I am working within 4-6 years of the pencil grip and control progression. I can show a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. EG: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can cut a shape out using scissors I have developed the foundations of handwriting with most letters formed correctly I can do up my own zip I can take off and put on my own shoes I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures. I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and some capital letters correctly					
Gross Motor Forest School starting from Autumn 1 and continues all year. Outdoor Provision and Play all year	Settling in Outside Play Outdoor Provision Forest School	PE Lessons: Dance -I am beginning to negotiate space safely. -I am building my confidence to try new challenges and perform in front of others. -I can explore movement skills. -I can follow instructions with support.	PE Lessons: Gymnastics with Premier Sports Coach Jack -I am beginning to negotiate space safely. -I can use a range of large and small apparatus with an awareness of safety. -I can match skills to tasks and apparatus. -I can explore movement skills. -I follow instructions with support. -I am beginning to take turns.	PE Lessons: GetSet4PE - Introduction to PE Unit 2 -I can explore movement skills. -I can make guided choices. -I follow instructions with support. -I am beginning to negotiate space safely. -I am beginning to take turns with others. -I can make independent choices.	PE Lessons: GetSet4PE - Fundamentals Unit 2 -I am building my confidence to try new challenges. -I can explore movement skills. -I follow instructions with support. -I am beginning to take turns and congratulate others. -I play games honestly guided by the rules with support.	PE Lessons: GetSet4PE - Games Unit 2 -I can explore movement skills. -I am beginning to explore a range of ball skills. -I can play games honestly guided by the rules with support. -I am beginning to understand how I feel in different situations.

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Reading We follow Reading Planet Rocket Phonics scheme. Assessments are carried out half termly and children are matched to the appropriate book band.	Phonemes s, a, t, i, p, n, m, d, g, o, c, k	Phonemes ck, e, u, r, h, b, f, ff, l, ll, ss	Phonemes j, v, w, x, y, z, zz, qu	Phonemes ch, sh, th, ng, ai, ee, igh, oa, oo, oo	Phonemes ar, or, ur, ow, oi, ear, air, ure, er	Phonemes wh, ph, ay, a-e, a, e-e, ie, ea
	Tricky Words I, the, go, to, no, into	Tricky Words I, the, go, to, no, into	Tricky Words he, she, we, me, be, was, my, you, her, they, all, are	Tricky Words he, she, we, me, be, was, my, you, her, they, all, are	Tricky Words some, one, said, come, do, so, were, when, have, there, out, like, little, what	Tricky Words some, one, said, come, do, so, were, when, have, there, out, like, little, what
Book bands Rocket Phonics covers.	Pink		Red		Yellow	Blue
Book Bands Northfield would like the children to be reading.	Lilac - Pink		Pink - Red		Red	Red - Yellow

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Writing We follow Reading Planet Rocket Phonics scheme and use Drawing Club for our writing in F2.	Autumn 1 Texts: The Colour Monster Once There Were Giants What Makes Me a Me? We're Going to Find the Monster!		Spring 1 Texts: The Darkest Dark On the Moon Here We Are A Walk in the Woods		Summer 1 Texts: Travel and Transport Then and Now The Journey The Train Ride Mr Gumpy's Motorcar Emma Jane's Aeroplane Mrs Armitage on Wheels Clem and Crab	
	Autumn 2 Texts: Binny's Diwali Festivals Sammy Spider's First Hanukkah Little Glow The Jolly Christmas Postman The Christmas Story		Spring 2 Texts: Lost and Found Poles Apart Handa's Surprise Blue Penguin Penguin on Holiday A Grand Place Something Else		Summer 2 Texts: Sights of the Woodland A Walk in the Woods It's the Bear Books The Gruffalo Goodnight Forest Romeosaurus and Juliet Rex	
	By the end of Autumn: - I am beginning to write recognisable letters. - I can hear and write the initial sounds in words. - I am beginning to spell a few common exception words matched to Rocket Phonics with support. - I can write my first name with support.		By the end of Spring: - I am beginning to write lower case and capital letters correctly. - I can spell words by identifying the sounds and then writing the sounds with a letter. - I can write captions with words with known sounds, - I am beginning to spell a few common exception words matched to Rocket Phonics. - I can write my first name independently.		ELG: - I can write recognisable letters, most of which are correctly formed. - I can spell words by identifying the sounds with a letter or letters - I can write simple phrases and sentences that can be read by others. Sometimes using full stops and capital letters. - I can spell some common exception words matched to the school's phonic programme. - I can write my full name using a name card if needed.	

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General Themes	Marvellous Me!	Let's Celebrate!	5, 4, 3, 2, 1 Blast Off!	All Around the World	Let's Go!	If You Go Down to the Woods
Maths We follow the Mastering Number Programme.	Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: - Identify when a set can be subitised and when counting is needed. - Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. - Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. - Spot smaller numbers 'hiding' inside larger numbers. - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. - Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. - Develop counting skills and knowledge, including that the last number in the count tells us 'How many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. - Compare sets of objects by matching. - Begin to develop the language of 'whole' when talking about objects which have parts.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: - Continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals. - Begin to identify missing parts for numbers within 5. - Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. - Focus on equal and unequal groups when comparing numbers. - Understand that two equal groups can be called a 'double' and connect this to finger patterns. - Sort odd and even numbers according to their 'shape' - Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. - Order numbers and play track games. - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: - Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. - Compare quantities and numbers, including sets of objects which have different attributes. - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.	

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General Themes	Marvellous Me!	Let's Celebrate!	5, 4, 3, 2, 1 Blast Off!	All Around the World	Let's Go!	If You Go Down to the Woods
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	BECOMING A SCIENTIST					
	- I can describe what I see, hear, and feel whilst outside. - I can talk about Autumn. - I can begin to understand the effect of changing seasons on the natural world around me e.g., autumn into spring. - I can describe different materials such as wood, plastic, metal, glass and the textures. - I can talk about how animals and plants change.	- I can talk about changes I can see in the natural world around me. - I can talk about the seasons. - I understand the effect of changing seasons on the natural world around me e.g. winter into spring. - I can talk about changing states of matter e.g. freezing and melting, heating and cooling. - I can talk about forces e.g. push/pull, float/sink. - I can talk about the life cycle of a plant and animal.	- I can explore the natural world around me, making observations and drawing pictures of animals and plants. - I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter. - I understand and can talk about the life cycle of a plant and animal.			
	The children attend Forest School all year.	Forest School, daily weather chart, autumn weather walk, notice autumn changes, draw an autumnal tree, winter weather walk, notice winter changes, draw a winter tree, compare autumn and winter	Forest School, daily weather chart, winter weather walk, notice winter changes, draw a winter tree, spring weather walk, notice spring changes, draw a spring tree, compare autumn, winter and spring, living things on land, living things in the sea, features of the Moon, compare the Earth and the Moon, planets, brushing teeth	Forest School, daily weather chart, summer weather walk, notice summer changes, draw a summer tree, compare the seasons, name plants and flowers, parts of a flower, sunflowers grow from a seed, state what plants need to grow, recognise changes to a plant, habitats.		

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General Themes	Marvellous Me!	Let's Celebrate!	5, 4, 3, 2, 1 Blast Off!	All Around the World	Let's Go!	If You Go Down to the Woods
Understanding the World The children attend Forest School all year.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	BECOMING AN HISTORIAN AND A GEOGRAPHER					
	Disciplinary Knowledge = Similarity and difference		Disciplinary Knowledge = Chronological knowledge and understanding		Disciplinary Knowledge = Continuity and change	
	- I can remember and talk about significant events in my own life in some detail. - I can talk about characters from stories, including figures from the past. - I can talk about different occupations in society. - I can comment on stories I have heard and images of people and familiar situations in the past.		- I can compare characters from stories, including figures from the past. - I can begin to talk about people around me and why they are important to society. - I have developed an awareness of the past, using common words and phrases relating to the passing of time.		- I can identify similarities and differences between ways of life in different periods. - I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand different historical events. - I know about significant events, people and places in my locality.	
	- I understand that there are other countries in the world. - I am beginning to explore simple maps. - I can talk about where I live, what I see, places I go.		Disciplinary Knowledge = Children can compare contrasting environments around the world. - I can listen to stories and look at non-fiction texts to help me to understand the similarities and differences between life in this country and life in other countries. - I can draw information from a simple map. - I can observe and begin to describe my immediate environment.		Disciplinary Knowledge = Children can describe habitats and name the key features of a woodland habitat. - I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps. - I can describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.	

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Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	- Self-portraits - Painted pictures of houses - Making binoculars	- Diya Lamps (clay) - Christmas arts and crafts	- Planets painting (marbling) - Making rockets - Foil painting	- Hot and cold colours - Water colours - Hot and cold animals	- Making transport - The Fighting Temeraire - Wheel tracks	- Andy Goldsworthy - Design and build a habitat
	- I am beginning to draw with increasing complexity and detail and create a closed shape with continuous lines, such as representing a face with a circle. - I am starting to select the correct tool and material for a purpose. - I can join different materials and explore different textures. - I can explore colour and how colours can be changed by experimenting with mixing paint. - I can explore, use and refine a variety of artistic effects to express my ideas and feelings. - I can create and share my ideas.		- I can draw a picture of myself, drawing a closed circle for a head and adding eyes and mouth. - I can select the correct tool and materials for a purpose. - I can mix a colour for a desired purpose. - I can return to and build on my previous learning, refining ideas and developing my ability to represent them. - I am beginning to create collaboratively sharing ideas, resources and skills.		- I am beginning to show accuracy and care when drawing. - I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - I can share my creations, explaining the processes I have used.	

F2 Curriculum Plan 2026 – 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Let's Celebrate!	5, 4, 3, 2, 1 Blast Off!	All Around the World	Let's Go!	If You Go Down to the Woods
Music We follow the Charanga scheme for our music lessons in F2. Singing happens daily in F2. The days of the week song, please and thank you song and many more! We also sing a range of well-known nursery rhymes and songs.	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops					
	Charanga Unit – Me! Learning Focus: - Listening and responding to different styles of music. - Embedding foundations of the interrelated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs. - Find the pulse.	Nativity Play Learning Focus: - Learning and singing songs. - Being part of the performance of a show.	Charanga Unit – My Stories Learning Focus: - Listening and responding to different styles of music. - Find the pulse. - Copy-clap some rhythms and phrases from the songs. - Explore high pitch and low pitch in the context of the songs. - Invent a pattern to go with a song using one note.	Charanga Unit – Everyone Learning Focus: - Invent ways to find the pulse. - Copy-clap some rhythms and phrases from the songs. - Explore high pitch and low pitch using images from the song. - Copy-clap some rhythms and phrases from the song. - Using notes G/A or D/E or C/D.	Charanga Unit – Our World Learning Focus: - Find the pulse and show others your ideas. - Copy-clap some rhythms and phrases from the songs. - Explore high pitch and low pitch using images from the song. - Use starting notes to explore melodic patterns using one or two notes. - Using notes G/A or D/E or C/D.	Charanga Unit – Big Bear Funk Learning Focus: - To find a funky pulse. - Copy-clap 3- or 4-word phrases from the song. - Keep the beat of the song with a pitched note. - Add pitched notes to the rhythm of the words or phrases in the song. - Enjoy playing patterns using a combination of any of the three notes C, D or E. - Using the notes D, D+E, D+C.

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Early Learning Goals – For the **END** of the year – Holistic/Best Fit Judgement

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.