

# Byron Wood Academy



**BYRON WOOD  
ACADEMY**

Astrea Academy Trust  
INSPIRING BEYOND MEASURE

## FS2 Ash/Elm Curriculum Overview 2024/2025

	Sheffield		The Wider World			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's good to be Me		Helping Hands	Travelling Along	Circle of Life	Amazing Animals
Possible Lines of Enquiry	All about me, My Family, Houses and Homes, Senses, Healthy Eating Starting school / my new class / New Beginnings Staying healthy / Food Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Autumn, Halloween, Bonfire Night, Diwali, Celebrations		People who help us Careers Superheroes	Modes of transport Local transport Early transport Exploring Travelling Where our families live Holidays	Growing plants, life cycles, Mini Beasts Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Farm, Zoo, Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Animal Arts and crafts Night and day animals Animal patterns David Attenborough Habitats Rosseau's Tiger
Possible Experiences/WOW moments	Getting to know each other, EY staff and wider school staff Baby visit	Autumn Walk	Winter walk, ice activities Visits from emergency services	Vehicles visit school	Sunflower growing competition Caterpillar - Butterfly	Visit to local farm, animals visit school
Literacy	Fiction including picture books with familiar settings Oral retelling of familiar stories	Fiction including picture books with familiar settings Identify and anticipate key	Fiction & Non-fiction texts about careers/jobs	Fiction & Non-fiction books about transport	Fiction & Non-fiction texts about insects and how animals and plants grow.	Fiction & Non-fiction texts about animals Using descriptive language in oral

(In addition to RWI Phonics scheme)	<p>using own words and recently introduced vocabulary.</p> <p>Story language; (eg 'once upon a time', 'a long time ago', 'lived happily ever after'.)</p> <p>Use puppets to retell familiar stories.</p> <p>Oral blending.</p> <p><b>Writing</b></p> <p>Varied mark making opportunities</p> <p>Letter formation in line with RWI/school policy - Initial sounds and simple CVC words in line with RWI.</p>	<p>events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Reading words through sound blending</p> <p><b>Writing</b></p> <p>Initial sounds/ simple CCVC words/simple captions</p> <p>Emergent writing (with ongoing provision for mark making)</p> <p>Letter formation in line with RWI/school policy</p>	<p>Reading words through sound blending</p> <p>Sequencing</p> <p>Reading captions</p> <p><b>Writing</b></p> <p>Emergent writing - short words or phrases in different writing contexts.</p> <p>List writing</p> <p>Opportunities for emergent writing (with ongoing provision for mark making)</p> <p>Letter formation in line with RWI/school policy</p>	<p>Reading words through sound blending</p> <p>Reading sentences</p> <p>Diagraphs</p> <p><b>Writing</b></p> <p>Labelling</p> <p>Descriptive sentences</p> <p>Recognise common exception words</p> <p>Write simple phrases and sentences</p> <p>Focus on letter formation in line with RWI/school policy</p> <p>Provide Opportunities for emergent writing (with ongoing provision for mark making)</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>Role play using newly acquired vocabulary</p> <p>Verbal sequencing using temporal connectives.</p> <p>Digraphs</p> <p>Reading appropriate texts</p> <p><b>Writing</b></p> <p>Descriptive sentence writing</p> <p>Instructions</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p> <p>Capital letters/full stops</p> <p>Ongoing provision for emergent writing and creative mark making</p> <p>Focus on letter formation in line with RWI/school policy</p>	<p>storytelling and in writing.</p> <p>Creating own stories (orally or written) with a Beginning, middle and end.</p> <p>Reading appropriate texts</p> <p><b>Writing</b></p> <p>Instructions</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary</p> <p>Capital letters/full stops</p> <p>Focus on letter formation in line with RWI/school policy</p>
Core Texts	Come to School too Blue Kangaroo, My Family and Me, Goldilocks and the Three Bears	Little Goose, Pumpkin Soup, The Three Little Pigs, Stick Man	Superworm, Zog and the Flying Doctors, A Superhero like You	Mr Gumpy's Motor Car, The Way Back Home, Hundred Decker Bus	Jack and the Beanstalk, The Extraordinary Gardener, What the	Owl Babies, Monkey Puzzle, Tiddler

					Ladybird Heard, The Hungry Caterpillar	
Supplementary texts	Family and Me Dan and Diesel Love makes a Family My Mum and Dad Make Me Laugh Funny Bones, Owl Babies, My Five Senses, Pete the Cat	Stuck The very helpful Hedgehog The Very Last Leaf Tree Autumn is Here All are Welcome, Hijab's Blue	Non Fiction Books about: Doctors Vets Police Firefighters Harris the Hero, Burglar Bill, Cops and Robbers	The Train Ride, Oi Get off my train, The man on the moon, Mr Gumpy's Outing Naughty Bus Duck in the Truck Mrs Armitage on Wheels The Wheels on the Tuk Tuk	The Tiny Seed Oliver's Vegetables Jim & the Beanstalk Matisse's Magical Trail One Fluffy Baa-Lamb, Ten Hairy Caterpillars Six Little Chicks Norman the Snail The snail & the whale	Wow said the Owl, Six Dinner Sid, Baby Goz, Dear Zoo, We're Going on a Bear Hunt, Polar Bear Polar Bear What Do You Hear?
Traditional Rhymes/Songs/Poems	Heads, shoulders, knees and Toes Baa, baa, black sheep Humpty Dumpty Hey diddle diddle Hickory dickory dock	Star light, star bright Twinkle, twinkle Little Jack Horner Little Miss Muffet One, two, buckle my shoe  Christmas songs  (Nursery Rhyme Week)	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb	Five Little Speckled Frogs There's a Tiny Caterpillar Incy, wincy Spider Wiggly Woo Mary, Mary, quite contrary The Ants go Marching Song	Old MacDonald had a farm
Maths	<b>Early Mathematical Experiences</b> Matching & Sorting Match objects/pictures, identify sets, sorting techniques/rules, comparing amounts equal/unequal groups, <b>Pattern</b>	<b>Continuation of numbers 1-3</b> subitising, sorting, matching, composition, 1 more/less, shapes  <b>Numbers to 5</b> subitising, composition, zero, 1 more/less. Ordering, combining two groups	<b>Shape and sorting</b> Describe, and sort 2-D and 3-D shapes Describe position accurately  <b>Numbers 6-8</b> representing, ordering, making, matching, combining 2 groups, pairs, doubles, one more/less	<b>9 and 10</b> representing, sorting, ordering to 10, composition of 9 and 10, counting backwards, comparing numbers within 10, making 10, bonds, doubles	<b>Number patterns within/beyond 20</b>  <b>Number patterns:</b> Estimating Counting on Adding more Sharing Grouping Even and odd Shapes – manipulate, compose & decompose	<b>Exploration of patterns within number</b>  Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards

	<p>Recognise, describe, copy and extend colour and size patterns</p> <p><b>Early number</b></p> <p><b>1-3-</b> subitising, sorting, matching, composition, 1 more/less, shapes</p>	<p><b>Measures</b></p> <p>Estimate, order compare, discuss and explore capacity, weight and length</p>				
	<b>Addition and subtraction, money, calendar, time will be taught during each half term.</b>					
<p><b>The Natural World</b></p> <p><b>Science</b></p>	<p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour</p>	<p>Ramps, movement</p> <p>Forces: push, pull, twist</p> <p>Air transport</p> <p>Water transport</p> <p>Seasons of the year: Winter.</p> <p>Animal hibernation</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice</p>	<p>Seasons of the Year: Spring</p> <p>Safety around water</p> <p>Keeping healthy</p> <p>Dental hygiene</p>	<p>Growing and changing; how people change as they grow, how animals change as they grow.</p> <p>Life cycles</p> <p>Identify animals and their babies</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally. Animals and their babies</p> <p>How animals grow and change</p> <p>Features of animals (eg fur, feathers)</p> <p>Animal groups</p> <p>Seasons of the Year: Summer.</p> <p>Floating &amp; Sinking</p> <p>How we stay safe in the sun</p> <p>Changing state of matter eg ice lollies</p> <p>Habitats for creatures/animals</p> <p>Caring for the environment – recycling</p> <p>Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p>		
<b>Past and Present</b>	Families; when I was a baby, when my family members were young.	Emergency services in the past	Transport in the past including horse and carriage,	Life cycles	Farming in the past; locally	Looking back on the year

<p><b>History</b></p>	<p>Family Trees, diverse representations of family life Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p> <p>Local History Homes in the past</p>	<p>Compare medical care in the past and now</p>	<p>motor cars, penny farthing, and other locally relevant transport Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes</p>	<p>relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs.</p>	<p>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.</p>
<p><b>People, Culture and Communities</b></p> <p><b>Geography</b></p>	<p>My classroom and my school Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community Name and locate different parts of the local community around them</p>	<p>School grounds – what needs looking after? Who will do it? People who help in the local community – dentist/doctor/ Police etc Local area maps – hospitals, police, fire station etc Compare Emergency services around the world</p>	<p>Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel.</p>	<p>Simple habitats (micro) Explore the natural world, making observations and drawing pictures of animals and plants Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from.</p>	<p>Animal habitats Animals around the World Contrasting environments</p>

	Throughout Reception children will use different types of maps (including globes, digital and paper) to explore their local environment and places of significance to them, e.g. greengrocer, church, post office, park				Farming in our local area; what crops are grown where we live?	
Expressive Art and Design  ART/DT	<i>Including painting, 3D modelling, messy play, collage, cutting, drama, singing, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>					
	Exploring colour Painting with primary colours (block paints/Ready mix) Portraits Patterns  Self-portraits – Pablo Picasso faces	Painting routine  Exploring using pastels  Salt dough  Design and make a Christmas card.  Group singing/performing  <b>Yayoi Kashumi - pumpkins</b>	Emergency services role play Printing Shadow puppets – Lunar New Year  Mixing secondary colours  Baking  <b>Mondrian- abstract</b>	Joining re-claimed materials  Colour mixing – tints and shades  <b>Jackson Pollock – drip painting</b>	Natural resources Patterns Textures  <b>Observational drawing - flowers</b>  <b>Van Gogh</b>	Patterns Sculptures Observational drawing/painting  <b>Henri Rousseau- animals</b>  <b>Sans Saens – Carnival of the Animals</b>
Music	<b>Me!</b> Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing	<b>My story</b> Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing	<b>Everyone</b> Listening and responding to different styles of music Action songs Singing and learning to play instruments within a song Share and perform	<b>Our World</b> Listening and responding to different styles of music Action songs Singing and learning to play instruments within a song Share and perform	<b>Big Bear Funk</b> Listening and appraising Funk music Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song	<b>Rewind and Replay</b> Listen and Appraise Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments

	classroom instruments	classroom instruments Perform for an audience <b>Christmas songs</b>			Improvisation using voices and instruments Riff-based composition	Riff-based composition Share and perform the learning that has taken place
<b>RE</b>	<b>Which stories are special and why?</b> Rosh Hashanah Yom Kippur Sukkot All Saints Day	<b>Which people are special and why?</b> Diwali Hannukah Christmas  Diwali (01.11.25) Hannukah (25.12.25) Christmas	<b>What places are special and why?</b> Local places of worship Places of worship around the world  Epiphany	<b>What times are special and why?</b> Holi Palm Sunday Passover Easter  Start of Ramadan (28.02.25) Lent (05.03.25) Holi (14.03.25) Ramadan Eid-A-Fitr (10.04.24)	<b>Being special: where do we belong?</b> Eid  Easter (20.04.25)	<b>What is special about our world?</b> Summer Solstice  Eid Al-Adha (07.06.25)
<b>RSE</b>	<b>What Makes A Family?</b> Identifying family members. Talk about what they do with family (eg activities, visits) Find similarities and make comparisons between other families. Name and describe familiar people.	<b>Understanding My Feelings</b> My Feelings; words to describe how I am feeling. What I can do when I am angry or upset Why we feel the way we do.	<b>Online Safety</b> The internet – what it is, how to stay safe, what we can use it for. Smartie the Penguin	<b>Staying Healthy</b> Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.  <b>Keeping safe</b>	<b>Keeping Friendships healthy</b> Teamwork and sharing; working together and waiting to take turns What makes a good friend? How can I help my friends?	<b>Transition – moving on to Year 1</b> What do I do when things are difficult? Perseverance Resilience Who can help me at school?



	Discuss members of immediate family and community.					
Celebrations/Events	World Teddy Bear Day (09.09.24) National TA Day (27.09.24) Harvest (begins 04.10.24) Black History Month (October) World Smile Day (04.10.24) World Mental Health Day (10.10.24) Recycle Week (14-24.10.24)	Halloween (31.10.24) Diwali (01.11.24) Bonfire Night (05.11.24) World Science Day (10.11.24) Remembrance Day (11.11.24) Nursery Rhyme Week (11.11.24) Odd Socks Day (12.11.24) Anti-Bullying Week (11.11.24) Children in Need (15.11.24)	RSPB Big Bird Watch (24.01.25) CNY (29.01.25) National Story Telling Week (30.01.25) Children's mental health week (03.02.25) NSPCC Number Day (07.02.25) Safer Internet Day (11.02.25) Valentine's Day (14.02.25) Kindness Day (17.02.25) Pet Day (20.02.25)	Pancake Day (04.03.25) World Book Day (06.03.25) Comic Relief (17.03.24) National Tree Week (19.03.23) Mother's Day (30.03.25) Eid-al-Fitr (30.03.25) Autism Awareness Day (02.04.25)	Easter Sunday (20.03.25) World Bee Day (20.05.25) National Biscuit Day (29.05.25)	Butterfly Day (07.06.24) World Ocean Day (08.06.25) Father's Day (15.06.25) International Mud Day (29.06.25)