

Long Term Planning

FS2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | All About Me Who am I? | Celebrations How do you celebrate? | People Who Help Us Who can help me? | Transport How will we get there? | Growth and Minibeasts How does your garden grow? | Water Where will we find water? |
| Educational visits/visitors | | <p style="text-align: center;">Church visit for weddings</p> <p style="text-align: center;">Christmas Story at the Church</p> <p style="text-align: center;">Pantomime</p> | <p style="text-align: center;">Walk around local environment, look for people who help us.</p> <p style="text-align: center;">Visit from Police/ Fire/ nurse/Vet</p> | Library | Tropical Butterfly House / White Post Farm Library | Water Safety Officer Library |
| Focused Texts | <ul style="list-style-type: none"> • We're Going on a Bear Hunt • What Makes Me a ME? • Funny Bones • Owl Babies • The Three Little • Once There Were Giants • The Little Red Hen | <ul style="list-style-type: none"> • Guy Fawkes Story • Rama and Sita Story of Diwali • Maisie Goes to a Wedding • Kipper's Birthday • The Christmas Story • Jesus' Christmas Party | <ul style="list-style-type: none"> • Non-fiction books • Topsy and Tim Go to the Dentist • Police Officers on Patrol • Mog and the VET • The Great Race • Dot the Fire Dog • London's Burning | <ul style="list-style-type: none"> • The Train Ride • The Naughty Bus • Mr Gumpy's Outing • Emma Jane's Aeroplane • Here We Are | <ul style="list-style-type: none"> • Jack and the Beanstalk • Oliver's Vegetables • Yucky Worms • The Very Hungry Caterpillar • Superworm • The Minibeast Feast | <ul style="list-style-type: none"> • Noah's Ark • The Rainbow Fish • The Lighthouse Keeper's Lunch • Water Cycle • The Water Princess |

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| <p style="text-align: center;">PSED</p> | <p>Settling in & transition</p> <p>Rules & routines - Class Charter</p> <p>Friendship and Kindness</p> <p>Build constructive and respectful relationships. Reading buddies.</p> <p>Similarities and differences Physical features, likes and dislikes.</p> | <p>Recognising similarities & differences in each other and the way we celebrate.</p> <p>See themselves as a valuable individual</p> | <p>Show resilience and perseverance in the face of challenge.</p> <p>Dental hygiene.</p> <p>Understand about healthy food choices.</p> <p>Knows what we need to do to stay healthy.</p> <p>Manage own needs including personal hygiene.</p> | <p>Form positive attachments to adults and friendships with peers.</p> <p>Zones of regulation.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Road safety.</p> | <p>Trying something new.</p> <p>Right and wrong.</p> <p>Feelings and fears.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>Visits to new classes</p> <p>Confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Work and play cooperatively and take turns with others.</p> |
| <p style="text-align: center;">Communication & Language</p> | <p>Throughout the year- Children will- Learn & use new vocabulary in different contexts Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in paired, small group and whole class discussions. Be supported in the provision through high quality adult interactions. Chatter Speech intervention for those who need it.</p> | | | | | |
| <p>Understand how to listen carefully and why listening is important.</p> | <p>Ask questions to find out more and to check they understand what has been said to them.</p> | <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another</p> | <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how</p> | <p>Listen to and talk in detail about stories to build familiarity and understanding.</p> | <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> | |

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| | | Develop social phrases | using a range of connectives. | things work and why they might happen | | |
| Physical Development | <p>Throughout the year- Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by funky fingers activities & dough disco. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/wake & shake/yoga Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment/wake & shake/yoga</p> | | | | | |
| | <p>Focused P.E Sessions</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Revise and refine the fundamental movement skills they have already acquired</p> | <p>Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> | <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Chinese dancing</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> | <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' <p>Link to PSED</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines- Sports Day</p> <p>Ball skills. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> |

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| | | | | | and outside, alone and in a group | | |
| | | Multi-Skills | Yoga Celebrations | Dance | Gymnastics | Balance and agility | Large Ball Skills Athletics |
| Literacy | Word Reading | Read individual letters by saying the sounds for them. | Orally blend sounds in words. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| | Comprehension | Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. | Retell familiar stories using picture prompts. | Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play | Retell familiar stories with increasing accuracy using vocabulary linked to stories they have read and listened to. | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Demonstrate a sound understanding of what they read and what is read to them by asking and answering questions about the text. |

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| | Writing | Writes own name. Begins to form recognisable letters. | Writes initial sounds in words. | Spell words by identifying the sounds and then writing the sound with letter/s. Writes lists and labels. | Spell words by identifying the sounds and then writing the sound with letter/s. Including some digraphs. Writes lists and labels. Beginning to write short captions e.g. lid on a pan | Writes captions. Form lower-case and capital letters correctly. | Write short sentences with words with known letter sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. |
| Phonics Anima Phonics | Phase 2 5 weeks Phase 3 6 weeks | Phase 3 | Phase 4 11 weeks | Phase 4 | Phase 5a 11 weeks | Phase 5a | |

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| <p>Maths</p> | <p>White Rose Getting to Know Me (2 Weeks) Time- My day Positional language Sorting and matching</p> <p>Match Sort and Compare (Week 3-4) Match objects. Sorting rules. Comparing amounts.</p> <p>Talk about measure and patterns (Week 5-6) Compare size. Compare mass. Compare capacity. Explore and create simple patterns</p> | <p>White Rose Its me 1,2,3 (Week 7-8) Find 1, 2, 3. Subitise. Represent. 1 more. 1 less. Composition.</p> <p>Circles and triangles (Week 9)</p> <p>1, 2, 3, 4, 5 (Weeks 10-11) Find 4, 5. Subitise. Represent. 1 more. 1 less. Composition.</p> <p>Shapes with 4 sides (Week 12)</p> | <p>White Rose Alive in 5 (Weeks 1-2) 0-5 Find 0-5. Represent. Subitise. 1 more. 1 less. Composition.</p> <p>Mass and capacity (Week 3) Compare mass. Find balance. Explore capacity. Compare capacity.</p> <p>Growing 6, 7, 8 (Weeks 4-5) Find 6, 7, 8. Represent 6, 7, 8. 1 more. 1 less. Composition. Pairs, odd and even. Doubles.</p> <p>Length, Height and Time (week 6-7)</p> | <p>White Rose Building 9 and 10 (Weeks 8-9) 1 less. Composition to 10. Bonds to 10 (2 parts). Make arrangements of 10. Bonds to 10 (3 parts). Doubles to 10 (find a double). Doubles to 10 (make a double). Explore even and odd.</p> <p>Explore 3D shapes. (Week 11-12) Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p> | <p>White Rose To 20 and Beyond (Weeks 1-2) Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How many now? (Week 3) Add more How many did I add? Take away How many did I take away?</p> <p>Manipulate, compose and decompose (Weeks 4-5) Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes</p> | <p>White Rose Sharing and grouping (Weeks 6-7) Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Visualise, map and build (weeks 8-10) Repeating patterns. Describe position. Represent maps with models. Give instructions to build.</p> <p>Consolidation (week 12)</p> |
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| | | | | | Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes | |
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| UTW The Natural World | Throughout the year- Understand the effect of changing seasons on the natural world around them. | | | | | |
| | | Understand some important processes and changes in the natural world around them, including the seasons. Signs of Autumn | 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. Signs of Winter | Explore the natural world around them, making observations and drawing pictures of animals and plants. Forces- push and pull Explore best materials for a boat Using and drawing maps | Mini beast identification/ habitats Growing Planting a bean Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them, making observations and drawing Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Pulleys Materials- waterproof - make |

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| | | | | Explore the natural world around them, making observations and drawing pictures of animals and plants- Melting chocolate Understand some important processes and changes in the natural world around them, including the seasons. Signs of Spring | | a raincoat/ hat for Billy Duck Making ice pops Freezing/melting |
| | Throughout the year children will take home the Family Box and share their special things with the class- Recognise that people have different beliefs and celebrate special times in different ways | | | | | |
| UTW People, Cultures & Communities | Recognise that people have different beliefs and celebrate special times in different ways- Harvest Draw information from a simple map- map of LRRH route | Recognise that people have different beliefs and celebrate special times in different ways- Christmas, Bonfire Night, Diwali, weddings. | Talk about members of their immediate family and community. Identify and talk about people who help us. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways - Chinese New Year | Recognise that people have different beliefs and celebrate special times in different ways- Easter Mothers' Day Recognise some similarities and differences between life in | Draw information from a simple map- Journey to school | Draw information from a simple map- Treasure maps Recognise that people have different beliefs and celebrate special times in different ways- Father's |

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| <p>RE</p> | <p>Belonging- who are we and how do we belong? Friends Family Family life and routines Babies and baptism</p> <p>What places are special and why? School Home</p> | <p>What times are special and why? Bonfire Night Diwali Birthdays Christmas</p> <p>Which stories are special and why? Christmas- Nativity Rama and Sita</p> <p>Which people are special and why?</p> | <p>Which stories are special and why? The Great Race (Chinese New Year) The Wise Man and Foolish Man (Builders)</p> | <p>this country and life in other countries. Recognise some environments that are different to the one in which they live. Landmarks Compare countries Postcards</p> <p>Draw information from a simple map- look at maps. Find school on Google Earth.</p> <p>What times are special and why? Easter</p> <p>Which stories are special and why? Easter Story</p> | <p>Our wonderful world- how can we care for living things and the earth?</p> | <p>Day</p> <p>Our wonderful world- how can we care for living things and the earth? Which stories are special and why? Noah's Ark</p> |
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| | | <p>Jesus, God, Mary, Joseph Rama and Sita What places are special and why? Visits to the Church (Weddings and Christmas)</p> | | | | |
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Throughout the year children will take home the Family Box and share their special things with the class- Talk about members of their immediate family. Name and describe people who are familiar to them.

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| <p>UTW Past & Present</p> | <p>Talk about members of their immediate family. Name and describe people who are familiar to them. Family photos and artwork Comment on images of familiar situations in the past- Compare baby photos to now</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Guy Fawkes Remembrance Day - Soldiers Rama and Sita Jesus</p> | <p>Talk about the lives of the people around them and their roles in society People who help us Understand the past through settings, characters and events encountered in books read in class and storytelling. The Great Fire of London (London's Burning)</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images of familiar situations in the past. Photos of our local area now and in the past. Know some similarities and differences between things in the past and now, drawing on</p> | <p>Compare and contrast characters from stories, including figures from the past. Easter story Changes over time - The Very Hungry Caterpillar. Days of the week - The Very Hungry Caterpillar. Oliver's Vegetables Comment on images of familiar situations in the past. Floor book/ learning journey Plant diary</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Looking back and reflecting on our time in FS2. Floor book/ learning journey</p> |
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| | | | | <p>their experiences and what has been read in class.</p> <p>Transport old and new</p> <ul style="list-style-type: none">- Mr Gumpy in his rowing boat- Train ride - steam vs electric trains | | |
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| <p style="text-align: center;">EAD Creating with materials</p> | <ul style="list-style-type: none"> • Box modelling houses • Self-portraits using different media • Natural collages <p>Artist: Acrimboldo</p> | <ul style="list-style-type: none"> • Christmas craft • Colour mixing • Fireworks painting techniques • Pastels • Clay diva lamps • Rangoli patterns- chinks, coloured sand <p>Artist: Middleton Manigault - The Rocket (1909)</p> | <ul style="list-style-type: none"> • Chinese art • Lion head • Dragon masks/ puppets • Paper Lanterns • Castle / Tooth Fairy house <p>Artist: Xuande porcelain</p> | <ul style="list-style-type: none"> • Easter cards • Mothers' day cards • Vehicles with moving wheels (axels) • Boats that float | <ul style="list-style-type: none"> • Minibeast/ animal homes • Minibeast sculptures • Artist: Eric Carle | <ul style="list-style-type: none"> • Father's Day cards • Collage lighthouse • Colour mixing- Shades • Water colours • Pulleys <p>Artist: Water Lilies Painting by Claude</p> |
| <p style="text-align: center;">EAD Being Imaginative and Expressive</p> | <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Songs about ourselves, our bodies, harvest.</p> <p>Action songs.</p> <p>Our favourite songs.</p> | <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Nativity songs</p> <p>Christmas Carols</p> | <p>Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing</p> | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Transport songs</p> <p>Explore tempo</p> <p>Explore songs, music and dance from countries around the world</p> | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Growing songs.</p> <p>Minibeast Songs.</p> | <p>Perform songs, rhymes, poems and stories with others, and (when appropriate).</p> <p>Songs liked to water</p> <p>Remember longer songs</p> |

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| | | | <p>their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Try to move in time with music</p> <p>Dance Unit Chinese dancing</p> | | | |
| <p>SMSC/ Festivals</p> | <ul style="list-style-type: none"> • Mental Health Awareness day • British Food Fortnight • Harvest Festival | <ul style="list-style-type: none"> • Bonfire Night • Diwali • Remembrance Day • World Kindness Day • St Andrews • Christmas | <ul style="list-style-type: none"> • New Year • Valentine's day • Big Garden Bird Watch • Safer Internet Day (7th Feb) | <p>Mother's Day St Patrick's day St David's day Pancake Day World Book Day Holi Easter World Autism Awareness day Queen's birthday Earth Day St George's day Mental Health Awareness Month</p> | <ul style="list-style-type: none"> • May Day • National Walking day • Walk to school week • Ramadan | <ul style="list-style-type: none"> • Eid • World Ocean Day • Healthy Eating week • Fathers' Day |