



By the end of the foundation stage, our pupils become independent, confident risk takers with self-determination. They are resilient learners; exploring, achieving and learning to their full potential.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Curriculum Area	Myself and animals	Seasons and Celebrations	Once upon a time	Wild things	People who help us./ Superheroes	Water	End points: Early learning goal (end of reception year)
Key questions	Who lives in my house? Which people are special to me? Who is in my family? What are my senses? Which special times do I celebrate? What are the names for the parts of my body and my face? What is the animal called? Where does it live? What is its baby called?	What are seasons? Which special times do I celebrate? How do I know which season it is? How can you stay safe in the dark? What is the weather like? Who are the characters in the story? How would you describe the characters? How do Hindu's celebrate Diwali? How do Christian's celebrate Christmas? What happened on the very first Christmas? How do different religions use light in their celebrations?	What is a Traditional Tale? Where does the story take place? (Setting) Who is the main character? Who are the good/bad characters? What do you think will happen in the story? What happened first? What happened next? How did the story end?	What do plants need to help them grow? What are the names of some plants? Which plants can we eat? Where do they grow? Which foods are healthy? Which are our favourite foods? What is a primary colour? What happens when we mix colours? What is an artist? When did dinosaurs live? What is extinct?	How do we keep ourselves healthy? How do we take care of our teeth? Who helps us in our community? Who have done great things in this world? What does a Firefighter/Doctor/Nurse/Vet/Lollipop person/Dentist do? Who are your superheroes? How do they help you? Can you name people who help us and tell us what job they do? What is recycling?	Why is it important to look after our planet? What is plastic pollution? How do we celebrate Eid in our family? What can we do now which we couldn't do as a baby?	Key: Diversity Inclusivity Classics Curriculum links Moral issues
Focus (These mini themes may alter depending on child interest)	*Routines: Building up our characteristics of effective Learning *Getting to know each other where we live *Talking about Me, My Family, Birthdays *Learning about how to keep healthy: Hygiene and toileting, Teeth and body *Learning about some Animals and their young *Weeding our planter ready for planting daffodil bulbs.	*Seasons: Autumn *Learning about special events: *Bonfire night *Diwali *Christmas: Toys past and present *Learning songs and playing instruments for our School Nativity *Learning how to stay safe in the dark	*Seasons: Winter *Chitting potatoes indoors February *Planting tomato seeds indoors (March) *Planting strawberry plants in pots or hanging basket (March/April) *Colour mixing: Learning about primary colours and that these can make secondary colours when mixed.	*Seasons * Planting- move tomato plants to grow bag outdoors with canes to help them grow. *Planting potatoes in grow bags before Easter. * Observing our bean seeds grow, measuring and recording. *Planting sunflower seeds. * Caring for indoor and outdoor plants * Caring for our caterpillars * Learning about the Life cycle of a caterpillar.	*Seasons *Looking at who and how people can help us. *Asking questions to our visitors (nurse, dentist, firefighter) *Learning about recycling and how we can help to look after the environment just like people in our community do.	* Water: exploring floating and sinking *How we can play a role in looking after the planet. *Plastic pollution *Exploring healthy choices of food.	

# Foundation Stage 2

# Long term Planning



<p>Planned Experiences</p>	<ul style="list-style-type: none"> <li>*Baking Gingerbread</li> <li>*Exploring senses with sensory sound pots and feely bags.</li> <li>*Weeding the outdoor planter.</li> <li>*Planting Spring bulbs.</li> <li>*Self-portrait painting and drawings</li> <li>*Making boats for a gingerbreadman.</li> </ul>	<ul style="list-style-type: none"> <li>* Local area season walk: Going on a leaf hunt</li> <li>*Bhangra dancing and music</li> <li>*Our school Nativity play</li> <li>*Exploring ice melting.</li> <li>*Ice painting.</li> <li>* Andy Goldsworthy inspired land art</li> <li>*Learning about animals who live in cold countries-Antarctica</li> </ul>	<ul style="list-style-type: none"> <li>*Making Goldilocks's Porridge</li> <li>*Weaving</li> <li>*Programming a beebot.</li> <li>* Exploring and investigating snow.</li> <li>* Investigating what happens when ice melts, when we breathe out in the cold, when we hold snow in our hands, when we walk on snow.</li> <li>* Planting bean seeds, taking care of them and watching them grow.</li> <li>*Colour mixing and paintings inspired by Kandinsky art</li> </ul>	<ul style="list-style-type: none"> <li>* Making fruit kebabs</li> <li>* Planting sunflower seeds taking care of them and watching them grow.</li> <li>* Looking after and caring for the outside garden area.</li> <li>*Programming a beebot.</li> <li>*Bubble blowing and mixing</li> <li>*Painting Van Gogh sunflowers.</li> <li>*Planting vegetables e.g tomatoes, chitting potatoes, strawberries.</li> <li>*learning about dinosaurs which lived a long time ago.</li> <li>*Observational plants pictures, Snail art using Pencil, pastel, paint, chalk, Talking about their own and others work.</li> </ul>	<ul style="list-style-type: none"> <li>*Community visitors: firefighters, nurse, dentist,</li> <li>*observing caterpillars growing</li> <li>*Hand and Finger painting.</li> <li>*Exploring with water colours.</li> <li>* Learn about inspirational people: Mother Theresa, Marcus Rashford.</li> <li>*Learn about firefighters past and present</li> <li>*Learn about recycling and how we can help</li> <li>*Visit from the library Van</li> <li>*Spotting signs of Spring (weather, outdoor planter etc.)</li> </ul>	<ul style="list-style-type: none"> <li>*Creating water creatures from plastic products</li> <li>*Create a large display of the ocean with the plastic creatures.</li> <li>*Gardening the edible plants</li> <li>*Healthy schools week activities.</li> <li>*Transition visit to Year 1.</li> </ul>	
<p>Communication and Language: Listening, attention and understanding</p>	<p>Understanding rules and routines.</p> <p>Children talk about their immediate Family.</p> <p>Children name their favourite Animals and can name body parts and animal habitats.</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p> <p>Possible Talk frame:</p> <p><i>In my family...</i></p> <p><i>My favourite animal is...</i></p> <p><i>I can see a...</i></p> <p><i>I see a...</i></p>	<p>Children talk about Family celebrations. They listen to others and can say which celebrations are the same or different to theirs.</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p> <p>Possible Talk frame:</p> <p><i>we're going on a ...</i></p> <p><i>New toys are...</i></p> <p><i>Old toys are...</i></p> <p><i>In Autumn...</i></p> <p><i>In Winter...</i></p> <p><i>I see a...</i></p>	<p>Story telling:</p> <p>Children listen to stories and can answer questions and talk about what they have read.</p> <p>Strangers: link to Goldilocks</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p> <p>Possible Talk frame:</p> <p><i>On ___ I ___</i></p>	<p>Understanding and describing life cycles.</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p> <p>Possible Talk frame:</p> <p><i>When__</i></p> <p><i>What__</i></p> <p><i>How__</i></p> <p><i>Where__</i></p> <p><i>Who__</i></p>	<p>Children listen to stories from and about Special people.</p> <p>Children recall events and can talk about roles of People who help us. News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p> <p>Talk about future goals.</p> <p>Possible Talk frame:</p> <p><i>When I grow up, I want to be__</i></p>	<p>Recalling stories. Discussing Changes/growth/moving on: favourite learning, favourite stories. Class assembly speaking to an audience.</p> <p>News time: children use sentences to talk about events.</p> <p>Children listen to each other and ask questions to further their understanding.</p> <p>Possible Talk frame:</p> <p><i>I am good at__</i></p> <p><i>I have got better at__</i></p> <p><i>My favorite story/rhyme/learning is __</i></p>	<p><b>ELG Lis. Att and Understanding</b></p> <ul style="list-style-type: none"> <li>*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.</li> <li>*Make comments about what they have heard and ask questions to clarify their understanding</li> <li>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>* Offer explanations for why</li> </ul>



	<ul style="list-style-type: none"> <li>*Demonstrate good listening behaviours.</li> <li>* Reliably follow instructions</li> <li>*Engage in story times.</li> <li>*Begin to talk about and join in with stories, rhymes.</li> <li>*Share ideas with familiar adults</li> <li>* Talk to organise thoughts and play</li> </ul>	<ul style="list-style-type: none"> <li>* Ask questions</li> <li>*Respond to what others say</li> <li>*Share ideas in a group</li> <li>*Explain events</li> <li>*Engage in stories.</li> <li>*Use tenses in a sentence (past, present and future)</li> </ul>	<ul style="list-style-type: none"> <li>* Respond with questions, comments and actions</li> <li>*Ask questions to further understanding</li> <li>*Engage in conversation</li> <li>* Take part in class discussion</li> <li>*Use vocabulary from stories.</li> <li>*Express ideas.</li> <li>*Use sentences in talk and compose sentences for writing</li> <li>*With support from an adult use conjunctions to connect ideas.</li> </ul>	<p>things might happen, making use of recently introduced vocab form stories, non-fiction, rhymes and poems when appropriate</p> <p>* express their ideas and feelings about their experiences using full sentence, including use of past , present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Next in KS1: Y1</p>	<p><b>Speaking</b> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play,</p> <p><b>Comprehension</b> listening to and discussing a wide range of poems, stories and non-fiction recognising and joining in with predictable phrases discussing word meanings, linking new meanings to those already known participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.</p> <p><b>Writing</b> discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p>			
<p>PSED ongoing learning opportunities</p>	<p>Give challenge and opportunities within the enabling environment so that children have every opportunity to show positive characteristics of effective teaching and learning.</p> <p>Adults modelling positively talking about feelings: using feeling word vocabulary.</p> <p>Responding to children’s feelings. e.g I can see you are feeling.....</p> <p>Adults promoting actively ,listening and responding to others.</p> <p>Adults providing opportunity for following 1 step and 2 step instructions.</p> <p>Hygiene routines for toileting, snack time and baking/cooking.</p> <p>Importance of physical exercise and increasing independence when changing for physical activity.</p> <p>Throughout the year: Sharing, turn taking, developing positive relationships.</p> <p>Establishing rules. Give children opportunities to talk about what they are going to do/make/play and how they are going to achieve it. (setting own goals)</p> <p>Encourage team games outdoors- model creating own games and assigning rules.</p> <p>Developing the confidence to speak to others.</p> <p>Developing the confidence to contribute to news time in small groups/class.</p> <p>Using star of the day to recognise what children are achieving and COEL links to show that our characteristics are important in achieving well.</p> <p>Promote with pupils and adults health messages of how to keep healthy: food and teeth.</p> <p>opportunities for collaborative play and talk.</p>			

# Foundation Stage 2

# Long term Planning



<p>Personal social and emotional development : self regulation</p>	<p>To understand our feelings. Naming feelings, recognising faces which demonstrate feelings.</p> <p>Text stimulus: <b>There, wherever you go, Huge Bag of worries, Ruby's worry</b></p> <p>To understand that there are families who may look different to our own. Discuss ourselves and our families. Invite children to bring copies of pictures of their own family. Use stories to reflect different family set ups and people, traditions and events which are special to us.</p> <p>Text stimulus : <b>We are all different (Twinkl) My hair, All are welcome by Alexandra Penfold A world for Me and You by Uju Asika</b></p>	<p>To understand what makes a good friend. How to be a good friend and what to do if we have disagreements.</p> <p>What is a good friend? Create friendship notes e.g Thank you for... Text stimulus <b>Room on the broom, Starry-eyed stan,</b></p>	<p>To recognise the qualities we have as people and that we are all special.</p> <p>What are we good at ?</p> <p>Text stimulus: <b>I can do hard things</b></p> <p>Discuss what is special about us: <b>Text stimulus Doris by Lo Cole</b></p>	<p>To understand the role we have in the classroom to work together to work towards a harmonious classroom.</p> <p>Give children more responsibility in the classroom by assigning jobs</p> <p>Believe in yourself: Text stimulus: <b>Lots of Dots by Pippa Goodhart &amp; Anna Doherty</b></p> <p>Seeing others point of view Text stimulus: <b>5 minutes peace</b></p>	<p>To understand our own feelings and the feelings of others.</p> <p><b>My Grandma and me by Mina Javaherbin</b></p> <p><b>Ernest the Elephant by Anthony Browne</b></p>	<p>Talking about moving on to the next year group. Discussing what we are good at and what we have got better at. How have we grown. What can we do now which we couldn't do as a baby? Text stimulus: <b>Big Plans, Once their were giants.</b></p> <p>How we can make a difference in the world: Text stimulus: <b>Maybe you might by Imogen Foxell</b></p>	<p><b>ELG: self-regulation</b></p> <ul style="list-style-type: none"> <li>*show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>*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.</li> </ul>
<p>Personal social and emotional development : managing self</p>	<p>How do we keep ourselves healthy? Handwashing, teeth, my body,</p> <p>Changing for PE- managing changing shoes and socks.</p> <p>To show an awareness of classroom rules and following instructions. Awarre of own needs. Become independent when</p>	<p>Changing for PE- managing changing shoes and socks</p> <p>Anti bullying work: Text stimulus <b>The ugly duckling, Buster the Bully</b></p> <p>To demonstrate resilience and a can do attitude. Children demonstrate longer periods of focus and listening during adult focus time.</p> <p>Express own needs.</p>	<p>Encourage healthy practices when preparing food: Porridge making</p> <p>Changing for PE- Managing changing skirts/trousers. Take off own jumper and put back on.</p>	<p>To understand which foods are good for us. Healthy eating.</p> <p>To understand the types of plants which we eat which keep us healthy.</p> <p>Text stimulus: <b>getting on with others, Tyrannosaurus drip, How to be a lion</b></p>	<p>To understand how to effectively take care of their teeth. Cleaning teeth type activities plau teeth brushing club style activity for 1 week- letter home to parents)</p> <p>Regulating self when online. To know what a sensible amount of screen time is.</p> <p>To know how to keep safe when crossing the road.</p>	<p>To understand which foods are good for us.</p> <p>Healthy eating and healthy choices. Healthy foods- startwell wheel of food, which are in moderation and which do we need lots of? Healthy schools' week activities.</p> <p>How do we feel when changes happen- transition to Y1.</p>	<p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>* explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</li> </ul>

# Foundation Stage 2

# Long term Planning



	using the toilet and washing hands.						importance of healthy food choices,
Personal social and emotional development : Building relationships	<p>Transition activities.</p> <p>Establishing Routines, school rules. Establishing the routines of choosing own resources using the task board,</p> <p>Circle games and games to establish rules and taking turns</p>	<p>Form good relationships with adults and peers.</p> <p>To know what makes a good friend. Is able to talk about how we can get along with others well.</p> <p>Text stimulus: <b>Starry eyed stan, Room on the broom</b></p>	<p>Is able to play games corporately with other including waiting for a turn.</p> <p>Text stimulus: <b>Anansi and the Golden Pot by Taiye Selasi</b></p> <p>Is aware of how to have healthy relationships online, How do we keep safe when using the internet?</p>	<p>Talk about others' feelings and how we need to be kind</p> <p>Text stimulus: <b>Beneath by Cori Doerrfeld</b> <b>A story about feelings and how people may be feeling inside.</b></p>	<p>Discuss ways in which we can support others, help others and work as part of a team</p> <p>Text stimulus: <b>Amazing by Steve Antony</b> <b>Me and My sister by Rose Robbins</b></p> <p>Aware of own needs: sensible screen time.</p>	<p>Using the <b>Rainbow fish story</b>: talk about what a good friend is. <b>Making friends: Emily Learns about tolerance</b> – British Values <b>I will swim Next time by Emily Jool</b> <b>Forever Star by Gareth Peter</b> <b>Meet the Oceans by Caryl Hart</b></p>	<p><b>ELG: Building relationships.</b></p> <p>* work and play cooperatively and take turns with others</p> <p>* form positive attachments to adults and friendships with peers</p> <p>* show sensitivity to their own and to others' needs</p>
PSED vocabulary	class, group, same, different, feelings, new, belong, family, friend, house and home, body, teeth, rgums, ules,	friend, turn, wait, feelings, emotion words: sad, happy, angry, lonely, excited, worried, scared, anti-bullying, relationships, resilinece	perseverance, resilience, goals, practise, same, different, healthy, online, internet, teeth	family, same, different, relationships, country, team work, feelings and feelings words	family, same, different, relationships, screen tiem, internet, teeth, gums, flouride	changes, grow, baby, toddler, pre-schooler, infant, teenager, adult. healthy, fruit, vegetables, vitamins.	

Next in KS1:

**PSHE/RSHE**

**Relationships**

Is able to understand that families are made up of a special group of people, which changes gradually over time.

Is able to understand that these people are all connected in different ways, and that these connections are important

Is able to understand how changes and events can influence our feelings

Is able to understand that children and adults both have responsibilities to each other.

Is able to understand that we should feel loved, cared for and safe in our homes.

Knows what to do if our needs are not being met

Is able to understand that other people need permission before they can touch us and that some parts of our bodies are more private than others

Knows that if someone doesn't want us to touch them, we must respect that

Understands that families are highly varied; no family is the same

**Living in the wider world**

Is able to understand why we have rules and how they help us learn and be happy

Is able to understand how to behave appropriately and how to contribute to school life

Appreciates how important school is to them

KS1 Year 1 Vocabulary

People, roles, change, loss

Change, moving, forever, feelings

Responsibility, kindness

Consent, private, permission, Trusted adult, secret, surprise, worried

different, religion, culture, gender

Rules, right, wrong

Screen, connect, active, creative

personal, information, private

Angry, happy, nervous, scared, sad, calm, surprised

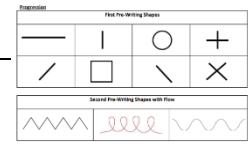
Pride, unique

Exercise, diet, sleep, brushing, teeth

Chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance



<p>Can identify their special people in school                  Is able to understand that people need to get the correct balance of time spent online and offline                  Is able to understand how to keep our personal information private and safe when we are online</p> <p><b>Health and well being</b>                  Is able to understand that we have a range of emotions, depending on our experiences and situations                  Is able to understand that each of us has skills and talents that are valuable                  Is able to understand that active lifestyles including regular exercise can keep our bodies more healthy                  Can appreciate that some people live with disabilities                  Can identify common dangers that they may encounter both at home and in the wider world                  Knows what to do in an emergency situation</p>							
Physical development: Gross motor skills ongoing skills	<p>CP outdoors: At least 7 areas of gross motor equipment such as Hoops, balls, skipping ropes. Bikes scooters Large loose parts and construction. Sending and aiming games. Skipping and ribbons. Wheel barrows, picking up planks etc                  Throw, catch, crawl and cross lateral skills- Transitioning into different positions e.g sitting, all fours, lying on tummy etc) Walking smoothly and turning corners. Climbing (without assistance) Using equipment safely indoor and outdoor. Running with control. Rolling balls. Bilateral movement of limbs- e.g both arms up together. (simon says, everybody do this games)                  Rolling large balls to friend. Rolling small balls. Large balls, developing skills, catching, kicking, throwing. Rolling quitoes.                  Developing independence with zips and coats and dressing.                  Negotiating space with increasing skill.                  Team games, rules, parachute- working together.                  Bats and balls- agility, hand eye co-ordination.</p>						<p><b>ELG: Gross motor</b>                  *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</p>
Physical development: Gross motor skills	<p>Movement: during hall time-Books stimulus:  <b>Walking through the jungle</b></p> <p>Increased confidence climbing stairs and trim trail</p>	<p>Create simple movements and dances- CP  <b>Fundamentals Get set 4 PE</b></p>	<p>Moving energetically and increased rhythm for movement.-Music in CP</p>	<p>Increased timing when moving to music. Go noodle  <b>Ball skills: Get set 4 PE</b></p>	<p>Dance- moving in tune to music CP  <b>Gymnastics Get set 4 PE</b>                  Apparatus –gymnastics, balance, control.                  Travelling in different ways.</p>	<p>A developed coordination for moving and negotiating space. <b>Games Get set 4 PE</b>                  Ability to create movements for dance-CP outdoors to music</p>	
vocabulary Gross motor	<p>Space, shape, crawl, slow, fast, stop, safely, around, travel,</p>	<p>Run, stop, space, jump balance, skip</p>	<p>Move, copy, safely, around, travel, sideways, forwards, backwards.</p>	<p>Run, stop, throw, roll, team, kick, space, catch</p>	<p>Move, copy, shape, over, rock, space, around, sideways, forwards, safely, travel, backwards</p>	<p>Aim, space, pass, team, balance, safely, around, forwards, backwards, safely, throw, catch, bounce</p>	
Physical development: fine motor skills ongoing skills	<p>Pointing and finger action songs i.e/ round and round the garden, two little blackbirds, 1,2,3,4,5 once I caught a fish alive, . Play dough. finger extension, flexion. Squashing, squeezing, rolling, poking playdough. Finger puppets, dial telephones, small balls. Bags with zips and toys with handles. Turning pages of books. Pencils and pens for writing. Using paint brushes and other tools. Numicon holes for counting. Finding fingers to make numbers. Using tweezers, scissors and other equipment. (differentiated scissors to support scissor skills)                  Scissor skills: holding paper in one hand and snipping,                  Finger-to-palm translation. Palm to finger translation: e.g/ rice from tray to palm, pompoms from tray to palm, small beads, small stickers to peel and stick, beads from palm to glue, sequins from palm to glue, etc                  Bilateral movements: tough tray messy play: paint, cornflour, gloop etc. Using 2 paint brushes or chuny crayons in both hands, large paper on floor, easel and on table.</p>						<p><b>ELG: Fine motor</b>                  *Hold a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases                  * use a range of small</p>



# Foundation Stage 2

# Long term Planning



	Threading beads, cotton bobbins, (different sized beads) onto pipe cleaners, laces, threading pipe cleaners into holes, ribbon threading, pasta onto pipe cleaners or string,  Ongoing: monitoring pencil grip, dominant hand and draw self and write name. Pre-writing shapes and symbols, monitor development and support through pencil control activities. Ensure children have the vocabulary and concepts of up, down, etc Lunchtime- adults observe and support children using cutlery, pouring drinks, cutting food and feeding self.						tools, including scissors, paint brushes and cutlery  *begin to show accuracy and care when drawing
Physical development: fine motor skills	Cutting gingerbread: scissors and baking and playdough tools	Firework pastels and 3D creations. Cutting shape pictures for year calendars. Cutting snowflakes. Autumn stimulus for threading and tweezers.	Cutting characters and split pin characters.	Fruit kebabs: using kitchen tools to cut fruits (letter to parents)  Tweezers- caterpillar designs finger painting minibeasts (caterpillar and ladybirds etc)	Vegetable superheroes: cutting and joining small parts for superstation. Creating own felt vegetable superhero.  Cutting and joining with tools to make junk model vehicles.	materials to make lighthouses and boats.	
Vocabulary fine motor	cut, squish, squash, sculpt, roll, press, mould, twist, tweeze, pinch, twizzle, turn, pincer grip, pat, bumpy, dry, smooth, rough, bendy, hard, soft, slimy, sticky, slippery, crumbly, stiff, stretchy, shape, snip, thread, poke, join,						
<p><b>Next in KS1: Y1 PE Fundamentals</b></p> <p>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.                  To use their core muscle strength to achieve a good posture.                  To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p><b>Ball Skills</b></p> <p>To combine different movements with ease and fluency.                  To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.                  To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Games</b></p> <p>To negotiate space and obstacles safely, with consideration for themselves and others.                  To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Gymnastics</b></p> <p>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.                  To combine different movements with ease and fluency.</p> <p><b>Dance</b></p> <p>To use a more fluent style of moving, developing control and grace.                  To combine different movements with ease and fluency.</p>							
Literacy: comprehension	<u>Main texts</u> *I love animals, *The Gingerbread man, *Brown Bear, Brown Bear. *Where's my teddy	<u>Main texts</u> *Little red hen *Sparks in the sky We're going on a bear hunt *Toys (Non-fiction) Autumn/ Red leaf, yellow leaf. Polar bear polar bear	<u>Main texts</u> *Jack and the beanstalk * 3 Billy goats gruff *Goldilocks and the 3 bears *Red riding hood *The three little pigs	<u>Main texts</u> *The Enormous Turnip *Jaspers Beanstalk * Handa's Surprise * The Hungry Caterpillar * Dear Zoo	<u>Main texts</u> Supertato Superduck Superworm Charlie the firefighter	<u>Main texts</u> Lighthouse keepers' lunch. Commotion in the ocean Rainbow fish	<p><b>ELG: Comprehension</b></p> <p>* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary                  * anticipate-where</p>

Vocabulary Y1:  
 far, hop, aim, fast, slow, bend, improve, direction, travel, safely, balance, send, counts, pose, level, exercise, heart, lungs, body, mood, land, action, jump, roll, speed, point, defender, points, dribbling, attacker, score, partner, ready, position, net, underarm, lead, cooperate, teamwork, solve, instructions, hit, target, throw, catch

## Foundation Stage 2

## Long term Planning



	<p>Is able to talk about stories. Can recall characters and events from stories. Joins in with rhymes, songs and stories with repeated refrains. Can retell events in stories (talk for writing techniques) Is able to recall facts from Non-fiction books</p>		<p>Is able to retell key events Is able to say what might happen next. Is able to use language heard from stories in their play.</p>		<p>Is able to explain what I have read or has been read to me. Is able to retell simple stories. Can retell facts from Non-fiction or part of stories. Is able to use vocabulary they have heard from stories in their play.</p>		<p>appropriate-key events in stories *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
<p>Literacy: word reading</p> <p>Phonics Scheme: Twinkl Phonics</p>	<p>Level 2 Twinkl (Alongside Level 1 where needed e.g for summer born pupils)</p> <p>Is Hearing and recording sounds in words for writing.</p> <p>Is Blending and segmenting for reading.</p> <p>Can use High frequency word/ CEW in reading and writing.</p> <p>Guided reading: are using skills of early reading. Is Developing concepts of print.</p>	<p>Level 2 Twinkl Consolidation and reinforcing blending and segmenting</p> <p>Is using repeated refrains as stimulus for writing sentences.</p> <p>Guided reading: are using skills of early reading. Is Developing concepts of print.</p> <p>Can use High frequency word/ CEW in reading and writing.</p>	<p>level 2/3 Twinkl</p> <p>Guided reading:is developing skills of early reading. Is Developing fluency in reading and understanding of texts</p> <p>Can use High frequency word/ CEW in reading and writing.</p>	<p>level 3 Twinkl</p> <p>Consolidation and reinforcing blending and segmenting</p> <p>Guided reading:is using skills of early reading. Is developing fluency in reading and understanding of texts.</p> <p>Can use of intonation in reading.</p> <p>Can use High frequency word/ CEW in reading and writing.</p>	<p>level 3, 4 Twinkl</p> <p>Guided reading:is using skills of early reading. Is developing fluency in reading and understanding of texts.</p> <p>Can use of intonation in reading. Is noticing punctuation.</p> <p>Can use High frequency word/ CEW in reading and writing.</p>	<p>Level 4 Twinkl Consolidation of earlier phases</p> <p>Guided reading:is using skills of early reading. Is developing fluency in reading and understanding of texts.</p> <p>Can use of intonation in reading. Is noticing punctuation.</p> <p>Can use High frequency word/ CEW in reading and writing.</p>	<p><b>ELG word reading</b></p> <p>*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</p>
<p>Literacy writing ongoing</p>	<p>Draw name and self-portrait. Pencil grip: Assess pencil grip and dominant hand each half term. Handwriting:</p> <ul style="list-style-type: none"> <li>Children have continued opportunities to develop their core muscle strength to support good posture when writing at a table or on the floor.</li> <li>Children have continued opportunities to develop their fine motor skills.</li> <li>Children are encouraged to use a comfortable, effective pencil grip with a dominant hand. Pencil grip is assessed half-termly.</li> <li>Twinkl Letter Formation Rhymes are used to support accurate letter formation with correct starting point and direction. This includes capital and lower-case letters.</li> </ul> <p>Children develop the foundations of a fast, accurate and efficient handwriting style.</p> <ul style="list-style-type: none"> <li>Progression of formation of graphemes in line with phonics teaching.</li> </ul>						<p><b>ELG: Writing</b></p> <p>*write recognisable letters, most of which are correctly formed *spell words by identifying sounds in them and representing</p>



# Foundation Stage 2

# Long term Planning



<p>Literacy: writing</p>	<p><b>Write single words or labels</b></p> <p><b>Write own name using a capital letter</b></p> <p>Articulate ideas in full sentences</p> <p>Assign meaning to marks</p> <p>Identify and write the initial sound</p> <p>Can orally segment and spell cvc words.</p> <p>Write some letters accurately</p> <p>Use level 2 sounds: writes some lower case correctly</p>	<p><b>Write captions with at least 2 words (e.g. a bear, birds flying)</b></p> <p>Spell words by identifying at least the initial and final sounds and writing the letters</p> <p>Write recognisable letters correctly</p> <p>Says a simple sentence/caption (oral and sound words)</p> <p>writes level 2 sounds and spells some CEW correctly</p>	<p><b>Write phrases with at least 3 words (e.g. The big bear)</b></p> <p>Form lower case and capital letters correctly</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters in the correct order</p> <p>Holds a caption or phrase in their head for writing.</p> <p>Use level 2 and level 3 sounds and correctly spells CEW: says and writes grapheme for each phoneme correctly.</p>	<p><b>Write simple sentences (Subject + verb)</b></p> <p>Leave finger spaces between words</p> <p>Segment CVC, CVCC and longer words</p> <p>Holds a simple sentence in their head for writing.</p> <p>Writes level 3 sounds and CEW correctly</p>	<p><b>Write simple sentences (subject + verb + object) that can be read by themselves and others</b></p> <p>Use capital letters and full stops</p> <p>Write recognisable letters that are correctly formed</p> <p>Composes own simple sentence.</p> <p>writes level 3 and level 4 sounds and CEW correctly and other words are phonetically plausible</p>	<p><b>Write simple sentences with an adjective or adverb that can be read by themselves and others</b></p> <p>Use capital letters and full stops</p> <p>Hold a pencil effectively using a tripod grip</p> <p>Composes own simple sentence and is able to record using word/letter mat prompts.</p> <p>writes level 4 sounds and CEW correctly and other words are phonetically plausible</p>	<p>the sounds with a letter or letters.</p>
<p>STIMULUS FOR Maths: Number &amp; Numerical patterns</p> <p><b>Scheme: whiterose</b></p>	<p>Rhymes: Bug fish, little fish cardboard box</p> <p>Possible Books: Where's My Teddy? by Jez Alborough • It's the Bear! by Jez Alborough • The Blue Balloon by Mick Inkpen • Dear Zoo by Rod Campbell • My First Book of Patterns by Bobby and June George • We're Going on a Bear Hunt by Michael Rosen • A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary</p> <p><b>Talk frames:</b> The ___ is bigger/smaller than the ___ The ___ is larger/smaller than the ___</p>	<p>Rhymes: My hat has 3 corners</p> <p>Possible Books: Anno's Counting Book by Mitsumasa Anno • How to Count to One by Caspar Salmon • Goldilocks and the Three Bears • The Gingerbread Man • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi • Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban Five Little Fiends by Sarah Dyer • Pete the Cat and his Four Groovy Buttons by Eric Litwin Anno's Counting Book by Mitsumasa Anno</p>	<p>Possible Books: Zero is the Leaves on the Tree by Betsy Franco • None the Number by Oliver Jeffers • Anno's Counting Book by Mitsumasa Anno • I Spy Numbers by Jean Marzollo • The Ugly Five by Julia Donaldson • Five Small Stars by Elizabeth Marrison and Madge Bugden • Room on the Broom by Julia Donaldson Who Sank the Boat? by Pamela Allen • Balancing Act by Ellen Stoll Walsh • A Beach for Albert by Eleanor May Handa's Surprise by Eileen Browne • Sidney the Silly Who Only Eats 6 by M.W. Penn • Six Dinner Sid by Inga Moore • 1, 2, 3 to the Zoo by Eric Carle</p>	<p>Possible Books Superworm Actual Size Jim and the Beanstalk Worms Titch Tall The Giraffe who got in a knot, Mr Wolf's The dark, dark tale, pattern bugs Busy, Busy! The One duck stuck, mouse count, Ten in the bed, One Gorilla, Ten black Dots, Two of everything, Double the ducks, circle, sphere! Changes, Changes, Naughty Bus, Kitten Castle, Shapes, shapes, shapes, Pattern fish,</p>	<p>Possible Rhymes: Sesame Street's Pinball Number Count</p> <p>Possible Books: Anno's Counting Book by Mitsumasa Anno Monster Counting Book 1 to 20 by Frances Mackay 13 Ways to Eat a Fly by Sue Heavenrich The Real Princess by Brenda Williams One Moose, Twenty Mice by Claire Beaton Mouse Count by Ellen Stoll Walsh One Ted Falls out of Bed by Julia Donaldson My Granny Went to Market by Stella Blackstone Mr Gumpy's Outing by John Burningham Splash! by Ann Jonas Tad by Benji Davies The</p>	<p>Possible Books: The Last Marshmallow by Grace Lin The Squirrels Who Squabbled by Rachel Bright One Hungry Cat by Joanne Rocklin The Doorbell Rang by Pat Hutchins Ness the Nurse by Nick Sharratt The Gingerbread Man Bean Thirteen by Matthew McElliott Missing Mittens by Stuart J. Murphy Alison Hubble by Allan Ahlberg Pirates love underpants by Claire Freedman</p>	<p><b>ELG: Number</b> *Children have a deep understanding of number to 10, including the composition of each number. *Subitise up to 5.</p> <p><b>ELG: Numerical patterns</b> *Verbally count beyond 20,</p>

# Foundation Stage 2

# Long term Planning



	<p>The ___ is longer/shorter than the ___</p> <p>The ___ is taller/shorter than the ___</p>	<p>Bear in a Square by Stella Blackstone • Square by Mac Barnett and Jon Klassen</p> <p>Talk frames: I counted ___</p> <p>There is 1 ___</p> <p>There are 2/3 ___</p> <p>There are ___</p> <p>I can see ___</p> <p>This shape is a ___</p> <p>I know this shape is a ___ because ___</p> <p>This shape is the same/different because ___</p> <p>There are 4/5 ___</p> <p>This shape is the same/different because ___</p> <p>This shape has ___ sides/corners.</p>	<p>Double Dave by Sue Hendra • Minnie's Diner by Dayle Ann Dodds • Two of Everything by Lily Toy Hong</p> <p>Talk frames:</p> <p>I can see zero ___</p> <p>There are zero ___</p> <p>I know this is zero because ___</p> <p>I know this is not zero because ___</p> <p>The ___ is heavier/lighter than the ___</p> <p>I think the ___ is heavier/lighter because ___</p> <p>The heavier/lighter object is ___ on the balance scale.</p> <p>There are ___ altogether</p>	<p>Talk frames:</p> <p>The ___ is long/short</p> <p>This ___ is the longest/shortest</p> <p>There are 9/10 ___</p> <p>I see/ I counted ___</p> <p>This shape is a ___</p> <p>This shape is same/different because ___</p> <p>The ___ has flat faces/a flat face/curved face.</p>	<p>Shopping Basket by John Burningham</p> <p>Talk frames:</p> <p>I can see ___</p> <p>10/11/12/13 has ten and ___</p> <p>1 ten and ___ makes ___</p> <p>___ comes after</p> <p>First there were ___</p> <p>Then more were ___ added.</p> <p>Now there are ___</p> <p>There are ___ altogether.</p>	<p>Billy's Bucket by Kes Gray • Mr Gumpy's Outing by John Burningham</p> <p>Talk frames:</p> <p>It is fair because...</p> <p>It is not fair because...</p> <p>The ___ have/have not been shared equally.</p> <p>This is a ___ pattern</p> <p>The ___ comes next in the pattern. .</p> <p>The repeat is ___</p> <p>There are ___ altogether</p> <p>I can see ___ here and ___ there</p> <p>I used ___ because ___</p>	<p>recognising the pattern of the counting system.</p> <p>* compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity,</p> <p>* explore and represent</p>
<p>Maths:</p> <p>Number &amp; Numerical patterns</p> <p>Scheme: whiterose</p>	<p>Match, sort and compare</p> <p>Talk about measure and patterns</p> <p>Matching same and different</p> <p>Sort same/different colour, size, shape</p> <p>Compare amounts: equal, more, fewer</p> <p>Compare size, mass, capacity</p> <p>Exploring and making simple patterns</p>	<p>It's me 1,2,3</p> <p>Circles and Triangles 1,2,3,4,5</p> <p>Shapes with 4 sides</p> <p>Introduce 1 and 0</p> <p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Equal/not equal, circle, 1p</p> <p>Introduce 2</p> <p>Composition of 1,2,3</p> <p>Addition, 2 step patterns, 2p</p> <p>Circles &amp; Triangles</p> <p>Spatial Awareness</p> <p>3 step patterns, triangles</p> <p>Positional Language</p> <p>Squares and Rectangles</p> <p>Pentagons</p> <p>1 more/1 less, subtraction symbol</p> <p>Comparing Shapes</p> <p>Night &amp; Day/Time</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p> <p>Make amounts to 5 using counters</p> <p>show 1-5 on fingers using 1 hand</p> <p>subitise to 5 using dice, counters, pictures</p> <p>order numbers to 5</p> <p>recognise numerals 1,2,3,4,5</p> <p>count objects accurately to 5</p> <p>show ways to make 5 using two hands or number blocks</p> <p>Introduce zero</p> <p>comparing numbers to 5</p> <p>composition of 4 and 5</p> <p>Introduce 6</p> <p>hexagons</p> <p>Introduce 7</p> <p>Introduce 8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p> <p>making pairs</p> <p>odd and even</p> <p>doubles</p> <p>combining two groups</p> <p>length and height</p> <p>time</p> <p>Introduce 9 and 10. Number bonds and comparing numbers</p> <p>3D shape</p> <p>Pattern 2</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Number patterns to 20</p> <p>Matching pictures and numerals</p> <p>Ten frames fill beyond 10</p> <p>Estimating</p> <p>Subtraction from ten frames</p> <p>Missing numbers</p> <p>Ordering numbers to 20</p>	<p>sharing and grouping</p> <p>Visualise, map and build</p> <p>Make connections</p> <p>Find my match with shapes</p> <p>Find my match with models</p> <p>Match and fill</p> <p>Replicate my model</p> <p>Tangrams</p> <p>Which holds the most?</p> <p>Odd and even numbers</p>	<p>represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

# Foundation Stage 2

# Long term Planning



		Digging Deeper Measurement					
<p>Understanding the world:</p> <p>Past and present</p>	<p>Talking about their birthdays (use past tense).</p> <p>Family pictures. Is able to talk about family members (tenses)</p> <p>Pictures of teachers from an early age on a timeline- what is different about photographs from the past?</p> <p>Gingerbreadman- cooker (past)</p>	<p><b>Toys Big Book stimulus</b></p> <p>Look at photos and physical artefacts.</p> <p>Is able to talk about Similarities and differences between friends/food/toys? What are the similarities and differences between toys now and in the past?</p> <p>Why do we have Bonfire night?</p>	<p>Historical items identified from Traditional tales: <b>spinning wheel (sleeping beauty), sweeping brush (snow white, Cinderella), axe (Jack and the beanstalk) 3 pigs building materials</b></p> <p>Discuss roles in society. How we can be who we want to be regardless of gender etc.</p>	<p>How do Christians mark Easter? What are some of the celebrations from the past?</p> <p>Is able to recognise that dinosaurs lived a long time ago and are now extinct.</p>	<p>discuss roles in society: doctors, nurses, dentists etc</p> <p>Look at fire engines from the past (similarities and differences) and talk about Mother Theresa who helped people in the past</p> <p><b>Little People big dreams books: Marcus Rashford, Rosa Parks, Usain Bolt, Mother Theresa.</b></p>	<p><b>Little People big dreams: Vanesa Nakate ; Splash</b></p> <p><b>Can we really help the bee? by Katie Daynes – Non-fiction</b></p> <p>Talk about how they have changed since they were a baby.</p> <p>Discuss what people used to wash clothes in the past.</p>	<p><b>ELG: Past and present</b></p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>Understanding the world:</p> <p>People, culture and communities</p>	<p>Introduce news time: Talking about significant events, family members, special times etc</p> <p>News time special events.</p> <p>Stimulus: drawing own maps of their journey to school and identifying buildings in the locality.</p> <p>Is able to talk about their house and who is in their family.</p> <p>Is able to talk about the country they are from. Use the world map to point out where this is in relation to where we are now. Display this map.</p>	<p>Is able to talk about how some people celebrate their customs.</p> <p>What happened on the very first Christmas?</p> <p>How do Christians celebrate Christmas?</p> <p>Children's Family celebrations</p> <p>News time special events.</p> <p>How do Hindu's celebrate Diwali? Books stimulus: <b>Dipal's Diwali, My Mother's sari</b></p> <p>Stimulus: walk around the local area- identify signs of autumn</p> <p>Text stimulus: <b>Pumpkin soup, Leaf man, The Christmas story</b></p>	<p>Is able to talk about how some people celebrate their customs.</p> <p>Chinese New Year: how is this celebrated? What is the story of the Chinese new year animals? <b>The story of the Chinese new year animals, Dragons in the city</b></p> <p>News time special events.</p> <p>Book stimulus: <b>Kipper's birthday,</b></p>	<p>News time special events.</p> <p>Is able to talk about how some people celebrate their customs.</p> <p>What are some of the Easter traditions around the world? <b>Text stimulus: Easter traditions around the world M J Cosson</b></p>	<p>Learn about people who help us- police, ambulance, teachers, crossing, coastguard, zoo keepers, builders. People who help us in our community (Visitors)</p> <p>Talk about who are special to us in our household. How can we show we belong to our school and our community too? (link to school ethos and values) Use stories which reflect different family set ups e.g see PSED.</p> <p>Which places are special and why?</p>	<p>News time special events: family holidays.</p> <p>Is able to talk about how some people celebrate their customs.</p> <p>Ramadan and Eid, How do we celebrate Eid in our family?</p> <p>Children share their Eid celebrations. Note similarities and differences between each family celebration.</p> <p>Book stimulus: <b>Samira's Eid, The swirling Hijab, Not Now, Noor by Farhana Islam, Moon's Ramadan by Natasha Khan Kazi</b></p> <p>Recap: knows that there are other countries in the world and can explain that there are similarities and differences between countries</p>	<p><b>ELG: People, culture and communities</b></p> <p>*describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>*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.</p> <p>* explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>



						in the world. This is how we do it. Matt Lamonthé A story about real lives from around the world	non-fiction and when appropriate –maps.
Understanding the world: The Natural world	<p><b>Plants</b> Weeding the outdoor planter. Planting spring bulbs and winter plants. Caring for indoor plants.</p> <p><b>Senses</b> Sound pots and using senses. Feely bags. I can use my senses to describe them.</p> <p><b>Materials</b> Change of state: cooking: Making gingerbreadmen. (letter to parents re: cooking)</p> <p><b>Animals</b> I can name and talk about some animals and plants. (jungle, farm etc) I can name body parts (e.g heads, shoulders, knees and toes etc)</p> <p><b>The world around</b> I can describe what I see on my way to school.</p>	<p><b>Weather and seasons</b> Ice and water. Freezing Changing environment:</p> <p><b>The world around</b> Autumn and winter signs. Walk to Gell street park. I can talk about and name natural autumnal materials: conker, pinecone, (oak) tree, acorn. Begin a seasonal timeline.</p> <p>I can talk about other parts of the world which have a cold climate and which animals live there. Books stimulus: Penguin small, small world cold places (Antarctic)</p> <p><b>Plants</b> To know what plants need to stay alive: Caring for indoor plants.</p>	<p><b>Weather and seasons</b> Seasonal changes. Signs of spring. I can describe signs of spring. Book stimulus: Seasons – Spring – Little Acorn.</p> <p><b>Plants</b> To know what plants need to stay alive: Caring for indoor plants. hitting potatoes indoors February Planting tomato seeds indoors (March) Planting strawberry plants in pots or hanging basket (March/April)</p> <p><b>Materials</b> I can describe materials by their properties e.g hard, soft, bendy etc Book stimulus: 3 little pigs</p>	<p><b>Plants</b> Planting- move tomato plants to grow bag outdoors with canes to help them grow. Planting potatoes in grow bags before Easter. Observing our bean seeds grow, measuring and recording. Text stimulus: Bean diary Planting sunflower seeds. Book stimulus: Sunflower Caring for indoor and outdoor plants.</p> <p><b>Animals</b> I can name the stages of the life cycle of a caterpillar. Caring for our caterpillars Learning about the Life cycle of a caterpillar. Book stimulus: big book Caterpillars. I can name animals from different a different country (Handa's surprise)</p>	<p><b>Plants</b> Spotting signs of Spring in the out door planter and with the weather.</p> <p><b>Materials</b> I can talk about how I can look after the environment by Recycling. Book: UW: Michael Recycle</p> <p><b>Animals</b> I can name and talk about Minibeasts and talk about where you might find them</p>	<p><b>Materials and forces</b> I can talk about push, pull, stretch and bend forces. Floating and sinking Plastics: recycling and sea creature threat. Book: Adventures of a plastic bottle Rainbow fish, Plastic pollution Counting in Green- Hollis Kurman Clean up: Nathan Bryan The big Book for the blue: Yuval Zommer Somebody swallowed Stanley:: Sarah Roberts</p> <p><b>The world around</b> Discovering different environments- water ways and seaside, lighthouses. Realising the impact we can have on our environment.</p> <p><b>Plants</b> Gardening edible plants in the outdoor planter</p>	<p><b>ELG: The Natural world</b> * 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.</p>
Understanding the world: computing	<p>Ipads Remote control cars Battery operated toys IWB role play toys, e.g clocks, telephones, microwave etc Optional: Awesome Autumn Barefoot</p>	<p>Laptops phonics games Bug club IWB role play toys, e.g clocks, telephones, microwave etc Optional: What is a computer? Foundation toolkit</p>	<p>Beebots Technological toys IWB Optional: We control technology Foundation toolkit  Is able to talk about how they can stay safe online. (Online</p>	<p>Laptops with mouse Software- Microsoft word IWB classifying and tallying items from the natural environment (minibeasts) Optional: springtime Barefoot</p>	<p>Ipads- number, phonics apps IWB  Optional : tinkering beebots foundation toolkit</p>	<p>Algorithms Beebots IWB  Optional: summer fun Barefoot</p>	<p>no early learning goal- however, children should explore different forms of technology programmable and within provision as play</p>



			friendships) Knows what to do if they experience something they do not like online.		Knows what is a sensible amount of screen time for themselves.		objects.
UW vocabulary	Home, school, map, building, shops, in front, behind, next to, live, house, community, country, Change: baby, toddler, old, young, similarity, difference. Class, group, family, customs, belong	cold climate, weather type words: rain, sun, snow, hail, cloudy etc, similarity, difference, Autumn , Christmas, celebration, Diwali, Hindu, Christian	past, now, change, similarity, difference, Chinese new year, tradition, celebrate, online safety	celebration, special times, past, now, jungle animal, , zoo farm, minibeasts animal names. Easter, Christians, extinct	society, role, past, present, now, occupation words: nurse, doctor, dentists, fire fighter etc Eid, Mecca, mosque. Family, same, different, belong, emergency, vehicle, screen time, minibeast	environment, recycling, pollution , float, sink, city, sea side	

Next in KS1, Y1: History, Geography, Science, RE

**History: Substantive knowledge:** changes within living memory, events beyond living memory and the lives of significant individuals in history.

**Identify:** Distinguish something or someone from others that may be similar.

**Describe:** Say what you see: Give an account in words of something or someone.

**Observe:** identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.

**Select:** choose information that is more relevant to answer a question

**Recall:** remember and recount something learned or experienced.

**Geography: Substantive knowledge:** Continents and oceans, daily and seasonal weather patterns, hot and cold areas of the world, the local area, 4 countries and capitals of the UK.

**Identify:** Distinguish something or someone from others that may be similar.

**Describe:** Say what you see: Give an account in words of something or someone.

**Observe:** identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others

**Science :Working scientifically:**

I can ask questions.

I can use a magnifying glass

I can perform experiments.

I can group things together by their features.

I can find the answer to questions by looking at things carefully.

I can collect my results by writing things down.













**Plants:** Can tell you the name of some annual and evergreen plants.

**Animals including humans:** Can tell you the name of some common animals, carnivores and herbivores. Tell the difference between some animals. Name animals as pets. Label the human body.

**Materials:** Tell the difference between an object and what it is made from. Name some materials and their properties and group them.

**Seasonal change:** Tell what is different between each season. Tell what the weather is like in each season. Say how the length of the day changes in each season.



<p>Expressive arts and design-ongoing</p>	<p>Develop own ideas for art, small world, role play, design , mud kitchen, games and construction. Talk about their ideas with adult support.</p> <p>Explore painting techniques: bubble, sponge, blow, splatter, string.</p> <p>Use a variety of tools for painting and printing.</p> <p>Explore art materials in the continuous provision. Colour mix freely.</p> <p>Select own junk materials to create with.</p> <p>Provide stimulus for observational drawings- promote adding detail.</p> <p>Listen to music indoors and outdoors to explore dance, percussion and create movement.</p> <p>Use fabric to make dens, dress up and joining materials (scrunchies, pegs etc)</p> <p>Use props for role play, make props for role play.</p> <p>Use rhymes and singing as part of routines.</p>						
<p>Expressive arts and design- (arts and design)</p>	<p>Paintings-self portrait Text stimulus: <b>The colour of us</b> Colour mixing. Cutting animal masks  Creating loose parts faces.  Making Gingerbreadmen. Making boats for the Gingerbreadman</p>	<p>LRH collage masks New year calendars cutting and sticking. Edging with repeating patterns (finger printing) Wrapping presents; make own wrapping paper with printing. Printing using tools in the environment: lego, corks, feathers, forks etc. using collated Autumn leaves children design their own Andy Goldsworthy inspired art  <b>TEXT: Round by Jennifer Ward (Beach Lane Books)</b></p>	<p>Colour mixing- paintings inspired by Kandinsky. Use white to make paint shade lighter.  <b>TEXTS</b> <b>The Dreaming Giant: A Children's Book Inspired by Wassily Kandinsky by Veronique Massenet (Prestel Publishing)</b> <b>The Noisy Paint Box by Barb Rosenstock (Alfred A Knopf Publishing)</b> Building own houses for the 3 pigs Weaving baskets. diva lamps: clay thumb lamps </p>	<p>cutting fruit for fruit salads/skewers split pin characters Pastel plant and minibeast pictures  Observational plants ,Snail art <b>Pencil, pastel, paint,chalk, Talking about their own and others work</b>  spirals in paint, snad, cornflour, chalk and pastel.</p>	<p>Making moving vehicles: emergency vehicle   Van Gogh sunflowers: pastels, paint, talking about their own and others pictures. </p>	<p>Paintings of self for new teacher <b>Clay:</b> pressure, mark making, cutting and shaping to make fish.  Sea creature <b>sculptures</b> using junk Costume making for class assembly making lighthouses.  Build a boat for Mr. Gumpy <b>Book: Mr Gumpy's outing.</b></p>	<p><b>ELG: Creating with materials</b> *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 props and materials when role playing characters in narratives and stories. <b>ELG: Being imaginative and expressive</b> * invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs</p>



EAD vocabulary	choose, draw, paint, cut, shape, add, join. safe space, movement, self-portrait, media, tools,, Artist, line, paint	join, connect, plan, talk, measure, ideas, shape, sculpt, art, pattern, sculpture, clay, form, design, print, decorate	connect, weave, thread, features, mix, artist, shade, lighter, colour mix, primary, secondary colour	ideas, shape, cut, join, artist, observation, line,	connect, join, plan, wheel, axle, move, turn, test, printing, body prints, observation, evaluate, like, dislike	join, draw, paint, shape, add, tools, roll, mark, clay, design, model, evaluate, self-portrait	*perform songs, rhymes and stories with others and –when appropriate-they to move in time with music.
----------------	---	--	--	---	---	--	---

**Next in KS1, Y1:**

**Art and Design**

**Paint:** I can name the primary colours and know how to make secondary colours.

**Drawing:** I can observe facial features and place them carefully thinking about size.

**3D sculpture and mixed media:** I can roll, fold, zigzag, curl, loop and spiral paper to create a sculpture.

**Artist study:** I can compare features of famous artists work.

**Design and Technology**

**Design:** Generate and communicate ideas by sketching and modelling. Create a labelled drawing. use a template to create a deisgn.







**Make:** Make a structure from paper, card and tape. Adapt a mechanism when it doesn't work as it should. Use joining methods to decorate a product.

**Evaluate:** Test the strength of a structure. Identify what stops wheels from turning. Reflect on a finished product, identifying likes and dislikes.

**Technical:** Know that materials can be manipulated to improve strength and stiffness. Know that wheels need to be round in order to rotat e and move a vehicle. Know that there are various methods or joining fabric

Vocabulary:

Decorate, design, fabric, glue, model, puppet, safety pin, staple, stencil, template, design criteria, man-made, natural, properties, structure, stable, shape, model, test, axle, axle holder, chassis, diagram, dowel, equipment, mechanism, wheel Artist, carving, sculpture, concertina, curve, cylinder, loop, overlap, spiral, 3 dimensional (3D), tube, zigzag, blend, hue, pattern, mix, primary & secondary colour, shade, space, shape, texture, thick, Portrait, self portrait line, features: (size and placement) colour, line, block colour, exaggerate, unrealistic, pastel, line, form, features, mood, colour, paint

Expressive arts and design- (music)  Charanga scheme	<p>Nursery rhymes Twinkl phonic songs Heads, shoulders, knees and toes, shake it out body parts song</p>  <p><b>Me!</b> Learn to sing nursery rhymes and action songs</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song</p>	<p>Christmas songs Christmas assembly performance. Penguin song-out of the ark</p>  <p><b>My Stories</b> Learn to sing nursery rhymes and action songs</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Traditional tales related songs e.g Out of the ark Enormous turnip songs</p>  <p><b>Everyone!</b> Learn to sing nursery rhymes and action songs</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed</p>	<p>Music from different cultures Singing the seed song</p>  <p><b>Our World</b> Learn to sing nursery rhymes and action songs</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Superman song and dance Emergency vehicles songs</p>  <p><b>Big Bear Funk</b> A transition unit that prepares children for their musical learning in Year 1</p> <p>Listening and appraising Funk music</p>	<p>Add music to We're going on a bear hunt Class assembly song.e.g You've got a friend in me...</p>  <p><b>Reflect, Rewind &amp; Replay</b> Consolidation the learning that has occurred during the year. Learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>
--	--	---	--	---	--	--

**Next in KS1, Y1 Music**

**Listen:** I can respond to different moods of music, in different ways.

**Perform:** I can respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse

**Compose:** I can tell the difference between long and short sounds and make a sequence of sounds for a purpose.

**Appraise:** I can tell the difference between a fast and slow tempos, loud, quiet and high and low sounds.

Vocabulary Y1: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

# Foundation Stage 2

# Long term Planning



Expressive arts and design- (Dance)	Animal movements Finding a safe space. Ability to create movements for dance <b>Supplied through PE lesson. Intro to PE Get set 4 PE</b>	Dance-penguin small Seasonal song movements. Increased confidence on steps and stairs.	<b>Dance: Get set 4 PE</b>	plant life cycle movements.  Jack and the beanstalk cosmic kids yoga.	Life cycle dancing Minibeast movements	Water, rain movements	
<p>Next in KS1 Y1 Dance</p> <p>I can copy, remember and repeat actions.</p> <p>I am beginning to use counts</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>							
Expressive arts and design- (role play indoor)	Home corner: additional enhancements throughout the term.	Home corner depicting celebrations.	3 bears house/ Jack and the beanstalk giants castle with large items and dressing up clothes.	Fruit and veg shop Garden centre	Pharmacy and medical centre.	Icecream stall: money and beach equipment.	
Expressive arts and design- (small world)	House and furniture.	Little red hen scene: farm and character setting. Antarctic/arctic animals	Castles, Disney, princesses jack and the beanstalk farm and castle.	dinosaur land. minibeasts	Construction site, doctors, police station, Batman, spiderman, x-men, fantastic 4, superman	Pirates, Castles and princesses and knights,	

Vocabulary Y1:  
counts, pose, level, slow, fast, balance