

FS2 – LONG TERM PLAN

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p>	<p>All about me: me and my friends. Belonging to a class/school – class routines/rules. People who help us.</p> <p>Growth Mindset work</p> <p>Learning and playing together. Relationships. I'm special. Feelings.</p> <p>My Happy Mind Programme</p>	<p>Investigate types of feelings/how we relate to others.</p> <p>How we change as we grow.</p> <p>Growth Mindset work</p> <p>My Happy Mind Programme</p>	<p>Care of the environment & living things</p> <p>Becoming independent learners.</p> <p>Growth Mindset work</p> <p>My Happy Mind Programme</p>
<p>PHYSICAL DEVELOPMENT</p>	<p>-Our bodies – Things we can do: dance, gymnastics.</p> <p>-Stopping and starting.</p> <p>-Spatial awareness.</p> <p>-Changing for PE</p> <p>-Co-operation games, using coloured parachutes</p> <p>-Construction – building shelters. Skipping. Ball skills, throwing and catching.</p> <p>-Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>-Letter formation activities. Christmas models & colour bottles.</p> <p>PE: Dance and Gymnastics</p>	<p>Dance related activities: Moving in a range of different ways. Spinning, rocking, tilting, sliding, falling and bouncing. Using picture books to explain the importance of different aspects of a healthy lifestyle.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly. Using small equipment. Repeated patterns.</p> <p>PE: Dance and Games using bean bags and balls.</p>	<p>Outdoor games. Obstacle activities, moving over, under and through equipment. Dancing and moving to music.</p> <p>Outdoor games using</p> <p>Races and team games involving gross motor movements.</p> <p>Gymnastic skills. Climbing, balancing, jumping and rolling. Moving with confidence in a range of situations.</p> <p>Games and ball skills.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Developing pencil grip and letter formation. Using one handed tools</p> <p>Construction – natural resources, models. Moving picture.</p> <p>Making musical instruments.</p> <p>PE: Gymnastics and Games using hoops, quoits, bats and balls.</p>

FS2 – LONG TERM PLAN

<p>COMMUNICATION & LANGUAGE</p>	<p>Welcome to EYFS Settling in activities. Making friends. Talking about experiences that are familiar to them. Rhyming and alliteration. Familiar print. Sharing facts about me.</p> <p>Develop vocabulary. Retelling stories. Listening and responding to stories. Following instructions. Takes part in discussions. Use new vocabulary throughout the day.</p> <p>Engage in storytimes. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.</p>	<p>Using language well. Ask how and why questions. Retell a story with story language. Describe events in some detail. Listen and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs</p> <p>Describe events in detail using time connectives. Understand how to listen carefully and why listening is important. Sustained focus when listening to a story.</p> <p>Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p> <p>Weekend news. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, animals in different habitats and in different countries around the world.</p> <p>Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>
--	---	--	---

FS2 – LONG TERM PLAN

<p>LITERACY</p>	<p>Autumn 1: Pathways to Write Book - Peace at Last by Jill Murphy</p> <p>Autumn 2: Pathways to Write Book - The Three Little Pigs</p> <p>Reading Skills Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school’s phonic programme- RWI</p> <p>Writing Skills Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense</p>	<p>Spring 1: Pathways to Write Book - Naughty Bus by Jan and Jerry Oke</p> <p>Spring 2: Pathways to Write Book- Hattie Peck by Emma Levey</p> <p>Reading Skills 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 simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to RWI Read some letter groups that each represent one sound and say sounds for them</p> <p>Writing Skills Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense Form lower-case and some capital letters correctly</p>	<p>Summer 1: Pathways to Write Book - Silly Doggy! by Adam Stower</p> <p>Summer 2: Pathways to Write Book- The Sea Saw by Tom Percival</p> <p>Reading Skills Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words (red words) matched to RWI Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words</p> <p>Writing Skills Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense Spell words by identifying the sounds and then writing the sound with letters</p>
------------------------	---	---	--

FS2 – LONG TERM PLAN

MATHEMATICS	Numbers to 5 Comparing groups within 5 2D and 3D shapes Changes within 5 Number bonds to 5	Numbers to 10 Comparing numbers within 10 Addition to 10 Measure - length, height, weight Number bonds to 10 Subtraction Exploring patterns	Counting forwards and backwards Numbers to 20 Numerical patterns Shape Measure - volume and capacity Sorting Time
UNDERSTANDING THE WORLD <i>-Past and Present</i> <i>-People, Culture and Communities</i> <i>-The Natural World</i>	-Learning about our bodies and using our senses. -Our school – people and places. -My family, friends and birthdays -Our feelings -Autumn festivals and celebrations. -Exploring the season of Autumn -Animals that hibernate -Christmas and the Nativity story. -Understanding the World-Technology -Changes within their life/personal timelines -Basic family trees. -Learning about how toys have changed over time.	-Environment in winter. -Forces and magnets– ramps. -Spring festivals and celebrations. -How we change as we grow. -New life-butterflies -Easter celebrations and traditions. -Local castles and the Royal family. -Jesus is a special person	-Environment; habitats; plants. Caring for living things. -Floating and sinking- the beach -Life cycles; the past year. -Food – growing. -Simple maps. -Fun at the seaside - exploring our local environment at Meols' prom -How to protect our beaches -People who help us
EXPRESSIVE ARTS AND DESIGN	-Self-portraits– drawing, painting, printing, collage, textiles, 3D. -Exploring colour mixing -Charanga unit 'Me': to explore nursery rhyme and number songs using percussion instruments / sounds in the environment. -Designing, making and evaluating 'Harvest Hats' -Designing, making and evaluating Christmas decorations -Christmas Presentation Unit for FS2 All children from FS2 involved in learning and performing a 15 minute presentation which includes singing, optional instrument parts, acting, movement and dance -Using different materials to make houses for the three little pigs.	-Growing - drawing; painting; collage; textiles; printing. -Charanga unit: Our World - unit that explores the world around us through nursery rhymes and number songs using percussion instruments / sounds in the environment -Drawing, painting or creating junk model castles and other props linking with work on fairy tales and other familiar stories. -Using 2D shapes to create castle pictures	-The living world – drawing; painting; printing; collage; textiles. -Charanga unit: Big Bear Funk - transition unit that prepares children for their musical learning in Year 1 -Making musical instruments -Creating pictures in the sand -Loose part pictures inspired by Meols beach -Create underwater pictures and effects -Animal Art week – drawing; painting; printing; collage; textiles. -Learning about beachside puppet shows - Making their own junk model binoculars and cameras for a safari.