

FS2 Long Term Plan 23-24



		Autumn	Spring	Summer
		Once Upon a Time.....	An African Adventure	Heroes
<p>Vocabulary and Oracy</p> <p style="color: purple;">Use of Language in Colour to support new vocabulary and sentence structure.</p>	Communication & Language Development	<p>Ongoing throughout the curriculum Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases. Use new vocabulary in different contexts.</p>	<p>Ongoing throughout the curriculum Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases. Use new vocabulary in different contexts.</p>	<p>Ongoing throughout the curriculum Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases. Use new vocabulary in different contexts.</p>
Key texts for the term	Literacy Development	<p>The Three Little Pigs/3 Horrid Pigs and the Big Friendly Wolf The Three Billy Goats Gruff The Gingerbread Man</p>	<p>Handa's Surprise Handa's Hen Handa's Noisy Night</p>	<p>Supertato Greta and the Giants Someone Swallowed Stanley</p>
Writing		<p>Initial and final sounds Labels Name writing Pencil grip Sentence building - LIC: who, what doing, object, adjective</p>	<p>Captions/simple sentences e.g. It is a... Sentence formation containing: Subject, verb, adjective</p>	<p>Finger spaces Punctuation To re-read work Extended pieces of writing</p>
Reading		<p>Autumn 1 – Little Wandle Foundation for Phonics books Autumn 2 – Little Wandle Phase 2 books</p>	<p>Spring 1 – Phase 2 (Little Wandle) Spring 2 Phase 3 (Little Wandle)</p>	<p>Summer 1 – Phase 3 (Little Wandle) Summer 2 – Phase 4 (Little Wandle)</p>

		<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonics programme</p>		<p>Read a few common exception words matched to the school's phonics programme</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>		<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG: Say a sound for each letter of 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>	
Author Focus		<p>Emily Gravett</p> <p>Texts: Orange, Pear, Apple, Bear Monkey and Me Tidy</p>	<p>Jez Alborough</p> <p>Texts: Some Dogs Do Duck in the Truck Where's My Teddy</p>	<p>Oliver Jeffers</p> <p>Texts: How to Catch a Star Stuck The Way Back Home</p>	<p>Jeanne Willis</p> <p>Texts: Tadpole's Promise Stardust Poles Apart</p>	<p>Nick Sharratt</p> <p>Texts: Foggy Foggy Forest Shark in the Park Daisy Eat your Peas</p>	<p>Giles Andreae</p> <p>Texts: Be Brave Little Penguin Giraffes Can't Dance Rumble in the Jungle</p>
Phonics (Little Wandle)		Phase 2	Phase 2	Phase 3	Recap Longer words Words ending es Words ending ing	Phase 4	Phase 4 recap

Maths	Mathematics	<p>Cardinality: 0-10 Composition: up to 5, bonds to 3 Comparison: one more, one less to 5</p>	<p>Cardinality: 0-20 Composition: up to 8, bonds to 6 Comparison: one more, one less to 8</p>	<p>Cardinality: beyond 20 Composition: to 10, bonds to 10 Comparison: one more, one less to 10</p>
Geography	Knowledge and Understanding of the World	<p>Space, Place, Scale Our environment – familiar maps and routes around us. Route from home to school/immediate environment – human features – houses and roads Links to Dev Matters Understanding the World: Talk about what they see, using a wide vocabulary. Draw information from a simple map. Understand that some places are special. Explore the natural world around them.</p> <p>Physical Processes (Weather – observations and vocabulary)</p>	<p>Space, Place, Scale Cultural Awareness Different countries – similarities and differences between life in the country and Africa (Nigeria/Kenya) Links to Dev Matters Understanding the World: Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments are different to the one in which they live. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stores, non-fiction texts and (when appropriate) maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Physical Processes (Weather – observations and vocabulary)</p>	<p>Space, Place, Scale Finding out way – explore beyond the local area – mapping (features) Similarities and differences between natural world/ contrasting environments – Africa/Antartica/China Non Fiction texts Links to Dev Matters Understanding the World: 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. Physical Processes (Weather – observations and vocabulary)</p>
History		<p>Significance – Significant People Who is important to me? What people are special to me at home? At school? Nearby? Links to Dev Matters Understanding the World: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about the lives of people around them and in their society.</p>	<p>Changes Over Time – Past and Present Toys: Old and New Text: Old Bear, Toys Share toys from parents/grandparents and my favourite toys now. Look at the materials they are made from and how they move Links to Dev Matters Understanding the World: Talk about what they see, using a wide vocabulary.</p>	<p>Significance - Historical Figures from the past: Mary Seacole and Florence Nightingale Text: Non Fiction Within the context of finding out about people who help us (nurses) find out about Mary Seacole and Florence Nightingale Links to Dev Matters Understanding the World: Compare and contrast characters from stories, including figures from the past.</p>

			<p>Talk about differences between materials. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read.</p>	<p>Understand the past through settings, characters and events encountered in booksread in class and storytelling.</p>
R.E		<p>Special people Christmas Links to Dev Matters Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country.</p>	<p>Celebrations Easter Links to Dev Matters Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country.</p>	<p>Story Time Special places Links to Dev Matters Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country.</p>
Science		<p>Changing seasons Materials, including changing materials Links to Dev Matters Understanding the World: Understand the effect of changing seasons on the natural world around them. To describe what they see, hear and feel whilst outside</p>	<p>Changing seasons Humans Life cycles Understand the key features of a life cycle of a plant and an animal Links to Dev Matters Know and talk about the different factors that support their overall health and wellbeing: regular physical exercise; healthy eating; toothbrushing; sensible amounts of screen time; having a good sleep routine; being a safe pedestrian Understand some important processes and changes in the natural world around them, including the <u>seasons</u> and changing states of matter. Understand the key features of a life cycle of a plant and an animal.</p>	<p>Changing seasons Living things and their habitats Links to Dev Matters Understanding the World: Understand some important processes and changes in the natural world around them, including the seasons and <u>changing states of matter</u>. Understanding the World: Talk about differences between materials and changes they notice.</p>

PSHCE	Personal, social and emotional development	<p style="text-align: center;">Being me in my World Dreams and Goals</p> <p>Show an understanding of their own and others feelings Set and work towards simple goals, being able to wait for what they want Focus their attention and respond appropriately when engaged in activities Follow instructions Be confident to try new activities and develop independence, resilience and perseverance Manage own personal hygiene, including dressing and toileting Work and play cooperatively and take turns Show sensitivity to their own and others needs</p>	<p style="text-align: center;">Healthy Me Relationships</p> <p>Show an understanding of their own and others feelings Set and work towards simple goals, being able to wait for what they want Focus their attention and respond appropriately when engaged in activities Follow instructions Be confident to try new activities and develop independence, resilience and perseverance Manage own personal hygiene, including dressing and toileting Work and play cooperatively and take turns Show sensitivity to their own and others needs</p>	<p style="text-align: center;">Celebrating Differences Changing Me</p> <p>Show an understanding of their own and others feelings Set and work towards simple goals, being able to wait for what they want Focus their attention and respond appropriately when engaged in activities Follow instructions Be confident to try new activities and develop independence, resilience and perseverance Manage own personal hygiene, including dressing and toileting Work and play cooperatively and take turns Show sensitivity to their own and others needs</p>
D+T		<p style="text-align: center;">Structures</p> <p style="text-align: center;">Joining materials – creating collaboratively Floating and sinking Links to Dev Matters Understanding the World: Talk about differences between materials and changes they notice. Expressive Arts and Design: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p style="text-align: center;">Healthy eating – Make a fruit salad linked to Handa’s Surprise Links to Dev Matters Personal, Social and Emotional Development: Know and talk about factors which support their overall health and well-being. Understand the importance of healthy food choices.</p>	<p style="text-align: center;"><u>Textiles</u></p> <p style="text-align: center;">Using different materials for a purpose Create a book character costume Links to Dev Matters Expressive Arts and Design: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.</p>
Art	Expressive Arts and Design	<p style="text-align: center;"><u>Portraits can show different feelings and emotions</u></p> <p style="text-align: center;">Artist: Frida Kahlo</p> <p>Drawing: Fine motor skills, pencil drawings with increasing detail, including colour</p> <p>Painting: Large scale paintings – use of outdoor environment, tool selection</p>	<p style="text-align: center;"><u>The environment around me can inspire my artwork</u></p> <p style="text-align: center;">Artist: Giuseppe Arcimboldo</p> <p>Drawing: Pastel/Chalks – light to dark tones</p> <p>Painting: Observational painting with colour theory (mixing)</p>	<p style="text-align: center;"><u>Sculptures can be bright and eye catching</u></p> <p style="text-align: center;">Artist: Yayoi Kusama</p> <p>Drawing: Selecting media for a purpose</p> <p>Painting: colour and intensity</p>

		<p>Modelling: Air drying clay for Diya Lamps and tree decorations Links to Dev Matters Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>		<p>Modelling: Junk Modelling, texture and pattern Links to Dev Matters Expressive Arts and Design: Return to and build upon their previous learning, refining ideas and developing their ability to represent them.</p>		<p>Modelling: Linked to 'Supertato'. Choosing materials for a purpose. Links to Dev Matters Expressive Arts and Design: Share their creations, explaining the processes they have used.</p>	
Music		<p>Charanga Autumn Term</p> <p>Listening and responding to different styles of music Sing along to Nursery rhymes/ action songs Playing classroom instruments Share and perform <u>Concert</u> Performing - Concert - Know how to produce different noises using voice</p>		<p>Charanga Spring Term</p> <p><u>Charanga</u> Listening and responding to different styles of music Sing along to Nursery rhymes/ action songs Playing classroom instruments Share and perform</p>		<p>Charanga Summer Term</p> <p><u>Charanga</u> Big Bear Funk Unit 1 Listening and appraise Musical activities – singing, improvising, playing classroom instruments Perform and share</p>	
P.E	Physical Development	<p><u>Autumn 1</u> Body management – PE HUB</p>	<p><u>Autumn 2</u> Cooperate and Solve Problems – PE HUB</p>	<p><u>Spring 1</u> Gymnastics – PE HUB</p>	<p><u>Spring 2</u> Dance – PE HUB</p>	<p><u>Summer 1</u> Speed, Agility Travel – PE HUB</p>	<p><u>Summer 2</u> Manipulation and coordination – PE HUB</p>