


# Long Term Planning 2021-2022

## Foundation 2

### CYCLE A

#### School Drivers

- Metal Health and Resilience
- Communication Skills
- The Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Food glorious food	Once upon a time...	Our Wonderful World	Myths and Legends	Where the wild things are	Over and under the ocean
<b>Educational visits/visitors</b>	Walk to the local shops. Life Bus Allotment Visit from PSCO Visit from Firefighters Library	Diwali Dance Company  Walk in the local woods  Pantomime	Walk around local environment.  Chinese New Year Dancing	Rufford Abbey  Allotment  Library	Wildlife area at school  Allotment  White post farm-minibeasts into school	Trip to the seaside  Vicar water  Library
<b>Focused Texts</b>	<ul style="list-style-type: none"> <li>• Superkid</li> <li>• Supertato</li> <li>• Supertato veggies assesemble</li> </ul>	<ul style="list-style-type: none"> <li>• Dipal's Diwali</li> <li>• The 3 Little Pigs</li> <li>• Xmas Story</li> </ul>	<ul style="list-style-type: none"> <li>• We completely must go to London</li> <li>• Dragons in the City</li> </ul>	<ul style="list-style-type: none"> <li>• The Gruffalo</li> <li>• Zog</li> </ul>	<ul style="list-style-type: none"> <li>• Superworm</li> <li>• Mad about Minibeasts</li> </ul>	<ul style="list-style-type: none"> <li>• Commotion in the ocean.</li> <li>• Pirates at the Supermarket</li> </ul>
<b>PSED texts</b>						
<b>UTW texts</b>	<ul style="list-style-type: none"> <li>• Peepo</li> <li>• Grandma's quilt</li> </ul>	Traditional Tales (original ladybird versions)	<ul style="list-style-type: none"> <li>• Once Upon a World books (Cinderella, Rapunzel, Snow White, The Princess and the Pea)</li> <li>• Around the World with Max and Lemon</li> </ul>	<ul style="list-style-type: none"> <li>• Rameena's Ramadan</li> <li>• A street through time</li> </ul>	<ul style="list-style-type: none"> <li>• We're going on a lion hunt</li> <li>• Old Mikamba had a farm</li> <li>• Martha maps it out</li> </ul>	Once there were giants
<b>PSED / Jigsaw</b>	<b>Being me in my world</b>	<b>Celebrating difference</b>	<b>Dreams and goals</b>	<b>Healthy me</b> Understand about healthy food choices.	<b>Relationships</b>	<b>Changing me</b> Visits to new classes

	Settling in & transition Rules & routines  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others. (colour monster)- Introduce feelings board.	Recognising similarities & differences in each other.  See themselves as a valuable individual.  Introduce the Family Box.	Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.	Knows what we need to do to stay healthy.  Manage own needs including personal hygiene.	Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others' needs.	Confident to try new activities and show independence, resilience and perseverance in the face of challenge.
<b>Communication &amp; Language</b>	<b>Throughout the year-</b> Children will- Learn & use new vocabulary in different contexts Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in paired, small group and whole class discussions. Be supported in the provision through high quality adult interactions. Take part in the NELI if further support is required in this area.					
	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases	Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.	Describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk in detail about stories to build familiarity and understanding.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
<b>Physical Development</b>	<b>Throughout the year-</b> Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by funky fingers activities & dough disco. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/wake & shake/yoga Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment/wake & shake/yoga Developing overall body strength, balance & coordination- by taking part in Balance Ability sessions throughout the year.					
	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing <b>Link to Yr1 Science</b>	Progress towards a more fluent style of moving, with developing control and grace- <b>Diwali dancing</b>  Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'- <b>Link to Computing</b>	Progress towards a more fluent style of moving, with developing control and grace- <b>Chinese dancing</b>	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' <b>Link to PSED/Jigsaw</b>	To further develop and refine a range of ball skills including, throwing catching, kicking, passing, batting and aiming. <b>Weekly P.E sessions focusing on throwing/catching/kicking/passing and aiming using bean bags and balls.</b>	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines- <b>Sports Day</b>

<b>Literacy</b>	<b>Word Reading</b>	Read individual letters by saying the sounds for them.	Orally blend sounds in words.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	<b>Comprehension</b>	Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Retell familiar stories using picture prompts.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Retell familiar stories with increasing accuracy using vocabulary linked to stories they have read and listened to.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate a sound understanding of what they read and what is read to them by asking and answering questions about the text.
	<b>Writing</b>	Writes own name. Begins to form recognisable letters.	Writes initial sounds in words.	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s. Including some digraphs. Writes lists and labels.	Writes captions. Form lower-case and capital letters correctly.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
<b>Phonics</b>		Basics 2	Basics 2	Basics 3	Basics 3	Basics 3	Consolidation
<b>Maths</b>		Number recognition 0-3 Counting by rote to 10 1-1 counting to 3 Subsidising to 3 Counting out from a group Comparing groups Sorting 1 more/less to 3  Time- My day Positional language	Numbers 4 & 5 Number recognition & ordering to 5 Counting by rote to 10+ 1-1 correspondence to 5 Subsidising to 5 Matching numeral to quantities. Counting out from a group Comparing groups (more/fewer) Sorting 1 more/less to 5 Number bonds to 5  2D Shape- link to number of sides and corners.	Numbers 6, 7, 8 Number recognition & ordering to 8 Counting by rote to 15 1-1 correspondence to 8 Matching numeral to quantity 1 more/less to 8 Adding 2 groups Subtracting with objects. Number bonds to 5.  Patterns Money	Numbers 9, 10 Number recognition & ordering to 10 Counting by rote to 20 1-1 correspondence to 10 Matching numeral to quantity 1 more/less to 10 Adding 2 groups Subtracting with objects. Number bonds to 10.  Recap 2D shapes & introduce 3D. Recap <b>Kandinsky</b> pictures Estimation	Numbers 11, 12, 13, 14, 15, 16 Number recognition & ordering to 16 Counting by rote to 20 & beyond Place value Addition & subtraction Doubling & halving Number bonds to 10  Capacity Time	Numbers 16, 17, 18, 19, 20 Number recognition & ordering to 20 Counting beyond 20 Place value Addition & subtraction Doubling & halving Odds and evens  Length & Weight 3D shape

		Pictures & patterns- <b>Kandinsky</b>				
<b>The Natural World</b>	<b>Throughout the year children will-</b> Understand the effect of changing seasons on the natural world around them by spending time outside and in Forest Schools sessions being encouraged to look and notice. Understand some important processes including changing states of matter- through half termly baking and investigations. Listen to stories set in different countries- see focused UTW texts.					
	<ul style="list-style-type: none"> <li>Understanding the need to respect and care for living things- link to being a super hero.</li> <li>Exploring our senses</li> </ul>	<ul style="list-style-type: none"> <li>Investigating materials</li> <li>Walk to the local woods</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our local environment</li> <li>Comparing Forest Town/ London/China</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of plants.</li> <li>Life Cycle of a bean</li> <li>Planting bean plants.</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of minibeasts.</li> <li>Life cycle of a mini beasts.</li> <li>Visit to allotment &amp; wildlife area</li> <li>Walk in the woods to compare it to when we visited in Autumn.</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of sea creatures.</li> <li>Visit to Vicar Water</li> <li>Visit to the seaside</li> </ul>
<b>Investigations</b>	<b>Senses- Feely box</b>	<b>Magnetism</b>	<b>Ice Melting</b>	<b>Science Week</b>	<b>Wormery</b>	<b>Floating &amp; sinking</b>
<b>People, Cultures &amp; Communities</b>	<b>Throughout the year children will-</b> Take home the Family Box and share their special things with the class- Recognise that people have different beliefs and celebrate special times in different ways Share Tapestry observations sent from home Listen to stories from other cultures- see focused UTW texts.					
	Recognise that people have different beliefs and celebrate special times in different ways- <b>Harvest</b>  Visits from people in our community (PSCO, FF, Nurse)	Recognise that people have different beliefs and celebrate special times in different ways- <b>Christmas, Bonfire Night, Diwali.</b>	*Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. <b>Forest Town, London, China</b> Draw information from a simple map- <b>map of local area/aerial photos. Finding places on Google Earth.</b> Recognise that people have different beliefs and celebrate special times in different ways- <b>Chinese New Year</b>	Recognise some environments that are different to the one in which they live- <b>Visit to Rufford Abbey</b> Draw information from a simple map- <b>look at maps of Rufford. Find on Google Earth.</b> Recognise that people have different beliefs and celebrate special times in different ways- <b>Easter, Mother's Day, Holi</b>	*Draw information from a simple map- <b>allotment/wildlife area</b>  Recognise that people have different beliefs and celebrate special times in different ways- <b>Ramadan</b>	*Draw information from a simple map- <b>Treasure maps</b>  Recognise some environments that are different to the one in which they live- <b>Visit to Seaside</b> Draw information from a simple map- <b>look at maps of Mablethorpe. Find on Google Earth.</b>  Recognise that people have different beliefs and celebrate special times in

						different ways- <b>Father's Day</b>
<b>(R.E Themes)</b>	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Belonging- who are we and how do we belong?	Our wonderful world- how can we care for living things and the earth?
<b>Past &amp; Present</b>	<b>Throughout the year children will-</b> Take home the Family Box and share their special things with the class- Talk about members of their immediate family. Name and describe people who are familiar to them. Share Tapestry observations sent from home Listen to stories set in the past- see focused UTW texts.					
	*Talk about members of their immediate family. Name and describe people who are familiar to them. <b>Family Artwork</b> Comment on images of familiar situations in the past- <b>Photos of them from the past.</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. <b>Traditional tales Remembrance Day</b>	*Comment on images of familiar situations in the past. <b>Photos of our local area now and in the past.</b>	*Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. <b>Robin Hood</b>	Talk about the lives of the people around them and their roles in society- <b>Link to R.E.</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past- <b>Pirates (Blackbeard)</b> Looking back and reflecting on our time in F2.

Expressive Arts & Design	<b><u>Pencil skills/Brush Skills</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <b>Outcome-</b> Self portraits <b>Artist-</b> Frida Kahlo	<b><u>Paper skills</u></b> (rolling, folding, coiling, joining, fanning) <b><u>Introduce Fixing &amp; joining skills</u></b> (tape, glue, treasury tags, paper clips, split pins) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Outcome-</b> 3 little pigs house <b>Artist-</b> Kandinsky- link to maths & shape  Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups- <b>Diwali dancing/Xmas Concert</b>	<b><u>Collage techniques</u></b> (tearing, scrunching, shredding, twisting) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Outcome-</b> Collage dragon <b>Artist-</b> Peter Clark  Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups- <b>Chinese dancing</b>	<b><u>Using a range of media-</u></b> (chalk, wax crayons, pastels, charcoal, paint, pencil) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <b>Outcome-</b> Observational drawings and paintings of plants and flowers <b>Artist-</b> Georgia O'Keeffe	<b><u>Paint skills-</u></b> (colour mixing, shade & tone, printing) Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <b>Outcome-</b> Dinosaur prints	<b><u>Fixing &amp; joining skills</u></b> (tape, glue, treasury tags, paper clips, split pins) 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. <b>Outcome-</b> Sculpture made from recycled materials (boat) <b>Artist-</b> Michelle Reader	
	Music	Charanga Music – Me	Charanga Music - My Stories	Charanga Music – Everyone!	Charanga Music – Our World	Charanga Music – Big Bear Funk	Reflect, Rewind & Replay
	Computing	Using the iPads to access a range of apps	Online Safety and Purple Mash	Preparing for programming	Beebots	Using a Chromebook	Select from a range of technology / apps for a purpose.
	BRITISH VALUES	Democracy	Respect	Rule of Law	Mutual Tolerance	Individual Liberty	WHOLE SCHOOL PROJECT

<b>SMSC/ Festivals</b>	<ul style="list-style-type: none"><li>• Mental Health Awareness day</li><li>• British Food Fortnight</li><li>• Harvest Festival</li></ul>	<ul style="list-style-type: none"><li>• Bonfire Night</li><li>• Diwali</li><li>• Remembrance Day</li><li>• Internet safety Day</li><li>• World Kindness Day</li><li>• St Andrews</li><li>• Christmas</li></ul>	<ul style="list-style-type: none"><li>• New Year</li><li>• Valentine's day</li><li>• Big Garden Bird Watch</li></ul>	<ul style="list-style-type: none"><li>• Mother's Day</li><li>• St Patrick's day</li><li>• St David's day</li><li>• Pancake Day</li><li>• World Book Day</li><li>• Holi</li><li>• Easter</li><li>• World Autism Awareness day</li><li>• Queen's birthday</li><li>• Earth Day</li><li>• St George's day</li><li>• Mental Health Awareness Month</li></ul>	<ul style="list-style-type: none"><li>• May Day</li><li>• National Walking day</li><li>• Walk to school week</li><li>• Ramadan</li></ul>	<ul style="list-style-type: none"><li>• The Big Lunch</li><li>• Eid</li><li>• World Ocean Day</li><li>• Children's art week</li><li>• Healthy Eating week</li><li>• Father's Day</li></ul>
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