

Terms		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes		Learning Themes					
		Marvellous Me!	Kaleidoscope	Once upon a time	Up, Up and Away!	The Circle of Life	The Circle of life
Area of Learning Focus		C&L PSED	EAD C&L	Literacy C&L	Maths C&L	UtW C&L	Physical Mathematics UtheW
PLOD's		Transition into school, using senses to explore environment, Harvest Festival. Traditional Tales	Bonfire Night, Diwali, Birthdays, Hanukah, Christmas Nativity.	Chinese New Year, Shrove Tuesday. Travel and journeys	Easter. Occupations, People Who help us.	Growing, mini-beasts, animals, plants.	The seaside, under the sea, pirates, celebration assembly. Different environments
Festivals, Celebrations & Community Links		Harvest Book and biscuit	Bonfire Night, Diwali, Hanukah, Nativity.	Chinese New Year, Shrove Tuesday Valentines Day	Easter	Eid	
Possible Stories / Books		Harry and his bucket full of dinosaurs start school. Avocado Baby Owl babies	Funnybones The colour thief The rainbow fish The Day the Crayons quit Dear Santa Christmas stories	Little Red Hen. Little Red Hen Makes Pizza The Gingerbread Man.	Whatever Next! The Way back Home Aliens love underpants. Easter Story	The Tiny Seed. Superworm What the Ladybird Heard What the Ladybird Heard next What the Ladybird heard on holiday	The rainbow fish. Commotion in the Ocean. Sharing Shell.
Enrichment / Educational Visits		Dave the Owl Man	Nativity. Walk to post box	Lidl trip	Bring frogspawn in	Visit from Bugtopia.	.Zoo Visit
Prime Areas of Learning	Personal, Social and Emotional Development	SEAL topic of 'New Beginnings'. Discussing rules and routines at school.	SEAL topic of 'Good To Be Me'. Developing independence. Thinking about how we feel in the dark –	Discussing classroom rules. Playing turn taking games and talk about sharing.	Discussing agreed values and codes of behaviour to help work together. Gaining confidence to try new activities.	Learning about recognising and managing different emotions and behaviours.	Managing transition to Year 1. Reflecting on achievements of first year in school –

			linking it to the 'light' of celebrations.		Playing turn taking games and talk about sharing.	Learning to become more independent when dressing, managing personal hygiene.	talking about own abilities. Initiating conversations with people i.e. new teacher.
	Communication and Language	Talking about our families. Talking about starting school and making friends. Listening to stories and recalling the events. Using questioning to find out why things happen.	Using language to recreate roles in role play. Sharing songs and rhymes. Learning to follow instructions and take turns. Learning to speak for an audience. Maintains attention, concentrates and sits quietly during appropriate activity.	Using language to describe feelings and thoughts. Learning to follow instructions and work in a group. Learning to speak for a purpose.	Listening to stories and making predictions. Using 'how' and 'why' questions in class discussions. Learning to speak for a purpose using the correct tense. Responds to instructions involving a two-part sequence.	Using and answering 'how' and 'why' questions in class discussions. Learning to speak for a purpose using the correct tense. Listening to stories and making predictions.	Beginning to understand humour, e.g. nonsense rhymes or jokes. Listening and responding appropriately to ideas expressed by others in conversation or discussion. Following a story without a picture or props.
	Physical Development	Practising getting wellies on independently. Exploring malleable materials (patting, squeezing and squashing etc.). Practising correct pencil grip and scissor control.	Experimenting with different ways of moving. Exploring malleable materials (patting, squeezing and squashing etc.). Using tools safely. Finding out about how exercise affects our bodies.	Practise getting changed independently. Travelling under, over and balancing on equipment. Constructing with large materials. Finding out about how healthy eating contributes towards good health. Developing fine motor control and coordination.	Moving with confidence, imagination and safety. Travelling around, under, over and climbing on Equipment. Handling tools, objects, construction and malleable materials safely and with basic control.	Discussing keeping our bodies healthy and how exercise is good for our bodies. Learning how to safely jump off of equipment. Developing fine motor skills to help improve our handwriting.	Showing increasing control over an object in pushing, patting, throwing, catching or kicking it. Negotiating space successfully when playing racing and chasing games. Developing fine motor skills to help improve our handwriting. Real PE Scheme.

Specific Areas of Learning	Literacy	<p>. Learning Set 1 Speed Sounds – RWI. Beginning to recognise, read and write name. Beginning to write some sounds.</p>	<p>. Learning Set 1 Speed Sounds RWI Reading (blending) green (decodable) and red (tricky) words from Ditty books. Recognising, reading and writing name. Looking at fiction, non-fiction and poetry. Linking sounds to letters.</p>	<p>Continue Set 1 Speed Sounds and finish. Ditty books RWI and using Purple and Green books . Reading (blending) green (decodable) and red (tricky) words from Purple and Green books. Writing for a variety of purposes, using descriptive language. Beginning to use phonic knowledge to write simple words independently. Beginning to form letters correctly.</p>	<p>.Learning Set 2 Speed Sounds RWI and using Pink and Orange books. Reading (blending) green (decodable) and red (tricky) words from Pink and Orange books. Naming most letters of the alphabet. Using our phonic knowledge to write more complex words. Looking at features of non-fiction books.</p>	<p>Consolidating Set 2 Speed sounds Blending sounds in words. Using non-fiction books to gather information. Using our phonic knowledge to write more complex words. Writing for a variety of purposes. Forming most letters correctly.</p>	<p>Learning Set 3 Speed Sounds RWI. Blending sounds in words. Beginning to read and spell using Set 3 Speed Sounds. Complex words are phonically plausible. Reading High Frequency words by sight. Writing for a variety of purpose</p>
	Mathematics	<p>Finding patterns. Solving simple problems. Counting numbers as far as we can! Counting objects by pointing and moving each one. Ordering and recognising numbers 0-20. Recognising and talking about shapes.</p>	<p>Counting and comparing numbers. Finding 1 more. Using addition to investigate the story of 5. Measuring lengths and heights using blocks, footsteps etc. Identifying some features of 2D and 3D shapes. Recognise £1 and £2 coins. Using money to solve 'real life' problems.</p>	<p>Ordering numerals to at least 10. Counting up to 20 objects. Ordinal numbers. Beginning to estimate quantities, e.g. choose from 5, 10 or 20. Sorting and describing 2D shapes. Symmetry. Sorting other objects using given criteria. Adding (one and two</p>	<p>Counting on one more and two more than any number to 10. Comparing two weights using direct comparison. Using uniform non-standard units to measure. Recognising and sorting some simple 3D shapes. Counting and comparing numbers.</p>	<p>Counting in 1s and 10s beyond 20 Estimating. Adding 1, 2 or 3 to any number up to 5 by counting on. Sort shapes or objects using criteria then own criteria. Adding and subtracting to a total of 6 or 7. Doubling to double 5. Repeating patterns. Counting in 2s.</p>	<p>Counting number of objects to 20. Counting on or back 1 or 2. Making direct comparisons with capacity. Reciting and reading numbers beyond 20. Describing properties of common 3D shapes. Following directions. Recognising coins within play</p>

			Beginning to use everyday language related to time.	more). Continuing a repeating pattern. Using addition to investigate the story of 5.	Recognising 1p, 2p, 5p and 10p coins and knowing their value. Solving practical problems. Knowing how key times of day (hours only) are shown on the clock - analogue and digital. Beginning to know months of the year.	Finding 1 more/ 1 less. Subtracting 2 by counting back.	Introduce the days of the week. How long is a minute?-using timersetc
Understanding the World	Talking about ourselves and our families. Discussing changes in the seasons. Learning to use the Clever Touch Board safely. Finding out about different cultures and celebrations.	Finding out about different celebrations. Investigating changes around us. Discussing different cultures and beliefs. Learning the nativity story.	Exploring different occupations and ways of life – linking to traditional tales. Developing an understanding of growth, decay and changes over time. Completing a simple programme on the computer.	Investigating how plants and animals grow. Talking about features of the natural world. Using apps such as magnifying glass on iPad to explore natural environment and changes. Use this to influence art work – S.T.E.A.M.	Finding out about different types of weather / transport. Investigating different countries and their climate. Constructing with a purpose in mind - transport. Discussing different clothes to wear in a range of weathers. Programming toys and remote control cars.	Finding out about sea creatures. Discussing similarities and differences between the seaside now and then. Building and constructing using a range of tools and resources. talking about features of the natural world	
Expressive Arts and Design	Taking on familiar roles e.g. Mum and Dad. Selecting the things we need from the workshop. Mixing and selecting our own paint. Dancing imaginatively to music and copying movements.	Combining different media. Painting. Using chalks to create large pieces of art. Work collaboratively to act out the Christmas play. Dance imaginatively to music.	Tapping out different rhythms. Playing cooperatively as part of a group to develop and act out a narrative. Developing role play areas with a variety of materials. Creating dances and movements to music linked to the stories.	Matching movements to music. Talking about what different objects smell, feel, sound and look like. Constructing with a purpose in mind, using a variety of resources. Digital art -	Exploring musical instruments and their sounds. Creating imaginative and small world play scenarios. Working as a group to act out a narrative Manipulating materials to achieve a planned effect. Using simple tools	Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Selecting appropriate resources and adapting work where necessary.	

		Creating self-portraits. Singing and listening to nursery rhymes.			understanding that different media can be combined to create new effects.	and techniques competently and appropriately.	
Characteristics of Effective Learning		Showing interest in new activities. Showing high levels of energy and fascination. Thinking of new ideas.	Showing curiosity about objects, events and people. Finding new ways to do things. Persisting with activities when challenges occur.	Pretending objects are things from their experience. Showing satisfaction in meeting own goals. Making predictions.	Using senses to explore the world around us. Enjoying meeting challenges. Reviewing how well the approach worked.	Engaging in open ended activities. Maintaining focus on their activity for a period of time. Finding ways to solve problems.	Initiating challenges and seeking new challenge. Paying attention to detail. Maintaining attention. Changing strategies and problem solving



FS2 Long Term Curriculum Plan 2018/19