
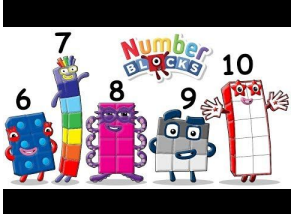
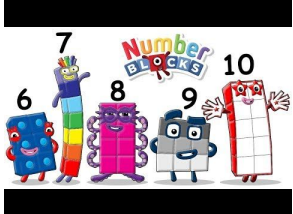

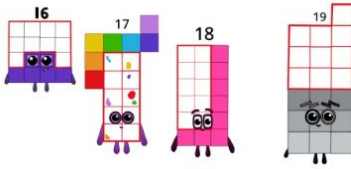


ALL SAINTS' C of E FEDERATION
FS2 LONG TERM PLAN

FS2	AUTUMN 1 (First 3 weeks Baseline)	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Title - Key Question	'I am Special' What makes you unique?	Let's Celebrate! Does everybody celebrate the same festivals?	Wonderful Weather What are the four seasons? Look out of your window - what's the weather like today?	Animals Kingdom Would you go to the jungle? What animals might you find?	Once Upon a Time... Which fairy tale would you like to be in?	Oh I Do Like To Be Beside The Seaside What would you find at the seaside? What would you find in the sea?
Key areas of study	Exploring ourselves. What makes us special? Healthy bodies. Our family and friends. Where do we live?	Bonfire Night Birthdays Diwali Christmas	The 4 seasons Different types of weather Weather related activities	Animal names Habitats Features of animals	Look at story language - structure of a story	Story structure- making your own story. Dangers of plastic in the Ocean. Poetry
Visits/WOW opportunities	Bringing in baby photos/ family from home. Having a talent show?	Bonfire day - creative activities Christmas - Nativity Nativity Trail around school Trip to the Church	-	-	Mrs Cass dressed as a story character Fairy tale Trail Come dressed up as a fairy tale character. Growing in outdoor area and watching for changes over time	Beach in outdoor area Mini fish and chips Ice Cream Come in Summer clothes
ENGLISH (see Phonics LTP for key coverage) Key texts	T4W - Elmer  Other texts to explore  Senses 	T4W  Other texts to explore 	    	 T4W Other texts to explore:   	    Learn one and innovate for T4W - see MTP	T4W  Other texts to explore  
Writing types						

	<p>How to hold a pencil Letter formation Name writing Giving meaning to marks Initial sounds</p>	<p>Week 1 -CVC word writing - describe fireworks Week 2 - Verbal instructions (MA write) Week 3 - Captions - Kipper's Birthday Week 4 - T4W - Christmas Story Week 5 - Captions</p>	<p>Week 1 - One week with Kipper - sorting clothing into seasons and labelled appropriately. Week 2 - Percy the Park keeper: Into the Storm - designing a new home for the animals Week 3 - Rosie's hat - Rhyming and short captions. Week 4 - Williams Winter Wish - What would be your winter wish? Week 5 - How the crayons saved the rainbow - Making a wanted poster for the sun and rain. Week 6 - Herman's Holiday - what is in Herman's pack? Creating a holiday brochure.</p>	<p>Week 1 (home learning) - Max's Jungle Adventure Week 2 (home learning) - Max's Jungle Adventure Week 3 - Return to school & baseline assessments Week 4 - Rumble in the Jungle Week 5 - Monkey Puzzle Week 6 - Giraffes can't dance</p>	<p>Week 1 - Structure of a fairy tale. Week 2 - Character description Week 3 - Setting description Week 4 - Wanted Poster Week 5 - Letter Week 6 - Jack & The Beanstalk (growing)</p>	<p>Week 1-Oral rehearsal of story) Week 2 -Imitate writing Week 3 - Make own books Week 4 - Week 5 - Duffy lucky escape- how to look after the ocean Week 6 - commotion in the ocean- group poetry Week 7- new teacher letters</p>
<p>MATHS (see Maths LTP for in depth coverage)</p>						
<p>UNDERSTANDING THE WORLD</p>	<p>Looking at families/how are we different the same. Ensure that different types of families are discussed. Twinkl book - We are all special - shows families of different cultures/genders. Family routines. Elephant facts. Senses - what are our senses/why do we need them?</p>	<p>Explore clay People and Communities - look at different beliefs and religions and festivals. Videos of Jessica on BBC - preparing for Diwali - different family routines and beliefs.</p>	<p>Different types of weather. - Make a rainbow - Create a raincloud - Wind experiments - Ice melting - Exploring snow Talking about the different seasons.</p>	<p>Naming animals. Looking at the characteristics of different animals. Exploring the habitats of different animals. Looking for animals in our local environment.</p>	<p>Experiments linked to stories- eg- What happens if a biscuit gets wet (gingerbread man) How could the gingerbread man have crossed the river? (Beauty and the beast)- Observe how roses change over time and petals fall. Red Riding Hood-Which way is quicker to get the Grandmas? Look and compare routes. Jack and the Beanstalk - plant growing.Look at the world around us and think about what is needed for plants to grow. What other things grow? Look and observe changes over time.</p>	<p>Pollution in the ocean - Duffy's Lucky Escape book. Stanley - plastic bag in the ocean Compare a beach to our local environment What lives in the sea? Possible walk to the humber?</p>

<p>PHYSICAL DEVELOPMENT <i>Which skills are taught?</i></p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>Independently putting coats on/washing hands etc.</p> <p>Assessment opportunity - who can get changed for PE?</p> <p>Washing and drying hands.</p> <p>Moving spontaneously within available space showing some control and coordination.</p> <p>Running skills.</p> <p>Kicking a ball.</p> <p>Holding a pencil correctly.</p> <p>Begins to form recognisable letters.</p> <p>Developing strength in hands.</p> <p>Using correctly and appropriately scissors.</p>	<p>Learn dances linked to differ celebrations and festivals:</p> <p>Bangra Dancing -https://www.youtube.com/watch?v=YYX8e8l55zs</p> <p>Independently putting coats on/washing hands etc.</p> <p>Getting changed for PE independently.</p> <p>Moving spontaneously within available space showing some control and coordination - PE/outdoor</p> <p>Using a pencil and holding it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Developing strength in hands.</p>	<p>Travelling with confidence and skill around, under, over and through balancing and climbing equipment - PE/outdoor</p> <p>Handling tools, objects, construction and malleable materials safely and with increasing control - planting and maintenance</p>	<p>Handling tools, objects, construction and malleable materials safely and with increasing control - building different tools/vehicles/places of work.</p> <p>Increase control over an object in pushing, patting, throwing, catching or kicking it - PE/outdoor</p> <p>Developing strength in hands.</p> <p>Using a pencil and holding it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>FMS - Basket weaving & threading around a house (LRRH)</p> <p>FMS - Using buttons & tweezers to fill up pictures of the characters (B&B)</p> <p>Scissor skills - Cut out the gingerbread breadman and decorate using tweezers (GBM)</p> <p>FMS - Beanstalk building</p> <p>FMS - Picking up seeds with tweezers.</p>	<p>Consolidating control and co-ordination in large and small movements - PE/outdoor</p> <p>Moving confidently in a range of ways, safely negotiating space - PE/outdoor</p> <p>Handling equipment and tools effectively, including pencils for writing - writing/FM activities.</p>
<p>EXPRESSIVE ART AND DESIGN <i>Which skills are taught?</i></p> <p>MUSIC</p>	<p>Scissor skills - cutting</p> <p>Giving meaning to what has been made.</p> <p>Introduction to classroom areas - creative, construction.</p> <p>Copying patterns/voice sounds- listening for sounds.</p>	<p>Bonfire Art- pastel work, building rockets.</p> <p>Christmas card- printing</p> <p>Clay - Diva Lamp</p> <p>Exploring instruments</p> <p>Louder/quieter</p>	<p>Collage skills</p> <p>Colour mixing</p> <p>Rainbow colours</p> <p>Junk modelling</p> <p>Postcards</p>	<p>Painting different animals</p> <p>Creating large animal collages.</p> <p>Junk model different animals/habitats.</p>	<p>Mixing paint - different types of paint.</p> <p>Fairy tale artwork. Shoe box fairy tales</p> <p>Setting painting</p> <p>Learning fairy tale songs with movement and rhythm.</p>	<p>Combining media to make seaside art work.</p> <p>Possible seaside picture with a moving part.</p> <p>Creating music using instruments and performing to others.</p>

<p>COMMUNICATION AND LANGUAGE</p>	<p>Introduce stem sentences. Model good quality talk. Introduce talk partners Ensure that all areas of provision promote communication</p> <p>Snack time talking-discussion about healthy foods/unhealthy foods.</p>	<p>Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.</p>	<p>Continue to model use of stem sentences.</p> <p>Model good quality talk.</p> <p>Discuss different seasons and different types of weather.</p>	<p>Continue to model use of stem sentences.</p> <p>Model good quality talk.</p> <p>Discuss different animals/habitats that they are aware of.</p>	<p>Start to introduce: I think...because I like...because I do not like...because...</p> <p>(book questions asked each week)</p> <p>Set up collaborative tasks, for example, construction, or story-making related to the different tales.</p> <p>Link discussions to fairy tale characters. He is a good character because...</p> <p>Make verbal predictions about growing. It will grow because... It won't grow because...</p>	<p>linking to own experiences of the seaside. What is it like there? Senses.</p>
<p>PSED</p>	<p>What makes us special? Introduce circle time rules Carpet rules Classroom rules Getting to know our new team Making friends/developing relationships</p>	<p>Getting on and falling out. Anti-bullying week What is friendship? What does a good friend do? Falling out Making up</p>	<p>Variety of ELSA books to discuss different themes.</p>	<p>Jigsaw - Return to school unit.</p>	<p>Jigsaw - Dreams and Goals (Including resilience building)</p>	<p>Jigsaw - Relationships (Including conflict resolution)</p>
<p>RE</p>	<p>I am Special - What makes us special? Talking about family etc. UC F1 - Why is the word God so important to Christians?</p>	<p>Special times Celebrations Diwali Christmas Story UC F2 - Why do Christians perform nativity plays? (FS2 to support Christmas Church Service)</p>	<p>-</p>	<p>Special People Who is special to Christians and Hindus? UC F3 - Why do we put a cross in an Easter Garden? Easter story</p>	<p>Special Books Looking at the children's special books. Special books to Christians (Holy book - Bible) Special books to Hindus (Ramayana Story)</p>	<p>Special Places Special places for Christians - the church as a building Special places to Hindus - the Mandir as a building</p>