



Long Term Planning FS2 2019-20



	Autumn 1 (02/09 – 08/10: 7 weeks)	Autumn 2 (04/11 – 20/12: 7 weeks)	Spring 1 (06/01 – 14/02: 6 weeks)	Spring 2 (24/02 – 03/04: 6 weeks)	Summer 1 (22/04 – 22/05: 5 weeks)	Summer 2 (01/06 – 17/07: 7 weeks)
Theme(s)	<ol style="list-style-type: none"> Starting School Marvellous Me Autumn/Harvest/Halloween 	<ul style="list-style-type: none"> Space Celebrations: <ul style="list-style-type: none"> Birthdays Diwali (29th Oct) Bonfire Night Remembrance Day (Mon 11th Nov) Christmas! 	<ul style="list-style-type: none"> Winter Bears 	<ul style="list-style-type: none"> We are Builders Traditional Tales Easter Spring 	<ul style="list-style-type: none"> Dinosaurs Real Life Superheroes (PWHU) & What I want to be 	<ol style="list-style-type: none"> Pirates Under the Sea Minibeasts
Quotation	Today you are you – that is truer than true. There is no one alive that is you-er than you!	Time to celebrate!	Uh-oh! We can't go over it, we can't go under it...we'll have to go through it!	Every child is an artist	In this room we don't do easy – we make things happen through hard work and learning	You have brains in your head, you have feet in your shoes, you can steer yourself in any direction you choose
Focus Text(s)	<ol style="list-style-type: none"> I am absolutely too small for school - Lauren Childs Elmer – David McKee Spookyrumpus – Tony Mitton & Guy Parker-Rees 	<ol style="list-style-type: none"> Rama & Sita 'Poppies' Whatever Next – Jill Murphy The Jolly Christmas Postman - Ahlbergs The Nativity Story 	<ol style="list-style-type: none"> Lost & Found – Oliver Jeffers We're Going on a Bear Hunt – Michael Rosen Goldilocks and the 3 Bears 	<ol style="list-style-type: none"> Jack and the Beanstalk The 3 Little Pigs The Gingerbread Man 	<ol style="list-style-type: none"> Dinosaurs Love Underpants (Clare Freedman)/Am I Yours?(Alex Latimer)/Dinosaurumpus (Guy Parker-Rees) Supertato –Sue Hendra 	<ol style="list-style-type: none"> The Night Pirates – Peter Harris Billy's Bucket –Kes Gray The Very Hungry Caterpillar – Eric Carle (final week)
Other related texts	<ul style="list-style-type: none"> Norman the Slug with the silly shell - Sue Hendra Owl Babies - Martin Waddell The Ugly Duckling What I like about me – Allia Zobel-Nolan The Rainbow Fish – Marcus Pfister You be You & Only One You – Linda Kranz The Dark, Dark Tale – Ruth Brown Room on the Broom – Julia Donaldson 	<ul style="list-style-type: none"> Stickman – Julia Donaldson Sue Hendra & Guy Parker-Rees stories (Linking to class names) Aliens Love Underpants – Claire Freedman 	<ul style="list-style-type: none"> Do you want to be my friend? Eric Carle The Way Back Home & Up and Down by Oliver Jeffers The Gruffalo & The Gruffalo's Child – Julia Donaldson Sue Hendra & Guy Parker-Rees stories (Linking to class names) 	<ul style="list-style-type: none"> Jasper's Beanstalk- Nick Butterworth Sue Hendra & Guy Parker-Rees stories (Linking to class names) Pancakes, Pancakes – Eric Carle Mr Wolf's Pancakes – Jan Fearnley 	<ul style="list-style-type: none"> Dinosaur Café -Brian Moses ... Love Underpants Series – Claire Freedman PWHU Non-Fiction 	<ul style="list-style-type: none"> Commotion in the Ocean – Giles Andreae The Crunching Munching Caterpillar – Sheridan Caine The Bad Tempered Ladybird – Eric Carle



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Celebrations	Halloween (31 st Oct)	See above	Chinese New Year (Sat 25/01/20) Valentine's Day	Pancake Day (25/02/20) Mother's Day (22/03/20)	Eid (24 th May 2020)	<ul style="list-style-type: none"> Father's Day – Sun 21st June 2020
Trips/ Experiences	Paid by parents: <ul style="list-style-type: none"> Maxey's Farm Shop – Harvest/Halloween/ exploring Autumn FREE &/ Local: Ladybrook Library	Paid by parents: <ul style="list-style-type: none"> Nativity at White Post Farm FREE &/ Local: <ul style="list-style-type: none"> Ladybrook Library Tesco for mince pie ingredients for carol concert (small group) Posting invites to our carol concert/letters to Santa – local post box 	Paid by parents: <ul style="list-style-type: none"> Rhubarb Theatre Group IN SCHOOL(???) Visit Sherwood Pines – bear hunt/Gruffalo trail/winter exploration FREE &/ Local: <ul style="list-style-type: none"> Ladybrook Library Tesco (small group) 	Paid by parents: <ul style="list-style-type: none"> Perlethorpe – traditional tales visit Bolsover Castle FREE &/ Local: <ul style="list-style-type: none"> Ladybrook Library Tesco – pancake ingredients (small group) Everyone Active Fruit and Vegetable Tasting - PSED Link 	Paid by parents: <ul style="list-style-type: none"> Rufford/Clumber Park – Summer exploration, picnic & games on the field FREE &/ Local: <ul style="list-style-type: none"> Ladybrook Library Tesco (small group) People who help us visits IN SCHOOL: <ul style="list-style-type: none"> Paramedic Police Fire Brigade What I want to be dress up day 	Paid by parents: <ul style="list-style-type: none"> Seaside day - include bouncy castle, fish & chips, etc. Ice cream parlour visit? Thymar or Newfield FREE & Local: <ul style="list-style-type: none"> Ladybrook Library Tesco (small group) ALSO: <ul style="list-style-type: none"> Caterpillars/Butterflies IN SCHOOL
Brilliant Beginning	All about me bags/boxes to share	Unit set up with banners, balloons, table decs, etc. for celebrating. Space – Rocket crash in the playground.	Lost & Found – A note from the boy in an umbrella Bear Hunt – Who has visited our unit and left such a mess?!	Giant footprints – who do they belong to? Where have they come from? OR Bolsover Castle Trip	Dinosaur egg left on the field. FX guru video of a dinosaur on the school field.	Pirate ship set up
Exciting Exhibition/ Parental Involvement Opportunities	Halloween Stay & Play	'The Manly Challenge' – Building a space rocket. Christmas Stay & Play – decorating our unit Carol concert & singalong	Parents to join us for our own Bear Hunt!... ... <u>Manly Challenge</u> – making (humane) traps/homes for the bear?	Mother's Day Breakfast & 'Guess How Much I Love You' presentation Easter Stay & Play <u>Manly Challenge</u> – Building a castle for the giant.	<u>Manly Challenge</u> – Design a superhero Parents to come in and speak about their jobs?	Father's Day Celebration & Manly Challenge (TBC – open ended lego task?) F2 Graduation & Afternoon Tea Sport's Day
PSED/HSC	Jigsaw – Being me in my world	Jigsaw – Celebrating Difference	Jigsaw – Relationships	Jigsaw – Healthy Me	Jigsaw – Changing Me	Jigsaw – Dreams and Goals



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	<p>PSED themed books about things we like, what makes us special, etc.</p> <p>Who is in our family? What is special to us?</p> <p>Basic circle time skills: sitting in a circle, turn taking, speaking and listening to others (EExAT PSED SCOSA & MFB 60 months)</p>	<p>Developing confidence to <i>speak within the class group.</i> (EExAT PSED SCOSA 60&66 months)</p> <p>HSC: Bonfire Night & Christmas safety</p>	<p>Talking about relationships with others and friendships – link to 'Lost & Found' story & 'Will you be my Friend' (Eric Carle)</p> <p>Taking account of others' needs and feelings & talking about behaviours & consequences. (EExAT PSED SCOSA, MFB & MR 66 months)</p>	<p>Developing confidence to take risks and understanding this is part of learning (EExAT PSED SCOSA 67+ months)</p> <p>Understanding that others don't always enjoy the same things & learning to be sensitive to this. (EExAT UW PC 66 months)</p>	<p>Talking about ways to express and manage feelings. (EExAT PSED MFB 67+ mths)</p>	<p>What I want to be dress up day – our dreams and aspirations. Write down for graduation.</p> <p>Playing group games with rules. Understanding someone else's point of view can be different to their own. Resolving minor disagreements through listening to others to come up with a fair solution. (EExAT PSED MR 67+ months)</p>
C&L	Ongoing – working through EExAT statements as needed for cohort.					
PD	<p>Ongoing Aspects:</p> <ul style="list-style-type: none"> • Use of FUNdamentals work cards (range of skills included on each) for weekly planning. <p>HSC:</p> <ul style="list-style-type: none"> • Basic hygiene – using the toilet, washing hands after/before eating • Getting changed before and after PE and looking after our own belongings • How do our bodies feel before, during and after exercise? • Healthy lifestyles – healthy eating, exercise, looking after ourselves. 					
	<ul style="list-style-type: none"> • Baseline assessments (skills step sheets) • Finding a space and staying in it • Fundamental movements – start, stop, walk, run, etc. • Moving in different directions and negotiating space • Basic balances - Squats with steadiness and rises to feet with balance • Picking up and moving objects from one place to another 	<ul style="list-style-type: none"> • Experiment with different ways of moving, e.g. like fireworks, characters from stories, etc. • Introduce equipment to climb over, under and through – ropes, balancing beams, slopes, etc. 	<ul style="list-style-type: none"> • Key manipulation skills; throwing, rolling, bouncing, catching, kicking 	<ul style="list-style-type: none"> • Dance skills. 	<ul style="list-style-type: none"> • Games & co-operative group exercises • Hopping & skipping in time to music 	<p>Sport's Day Race practise – standing in lines, waiting for our turn, participating fairly in races.</p>



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Literacy – Reading	<ul style="list-style-type: none"> Baseline assessments and 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Non-fiction: My family Related Oxford Owl books, get to know ORT characters (Biff, Chip, Kipper, etc.) – my family link Narrative Therapy: 'who' 	<ul style="list-style-type: none"> 1:1 Reading as often as possible Non-fiction: Celebrations books (use contents pages, page numbers, etc.) Narrative Therapy – recap 'who', introduce 'what happened'. Storyboarding, sequencing, simple story maps & re-telling Rhythm and rhyme linked with 'The Jolly Christmas Postman' 	<ul style="list-style-type: none"> Guided Reading groups as well as weekly 1:1 reading Non-fiction: Winter Narrative Therapy – recap 'who' and 'what'; introduce 'where' Storyboarding, sequencing, simple story maps & re-telling – who, what, where, when. Imagining our own 'Lost & Found' style journeys Developing own 'Bear Hunt' style stories. 	<ul style="list-style-type: none"> Guided Reading groups as well as weekly 1:1 reading Non-fiction: Castles (etc.), Easter & Spring Traditional tales – repeated refrains & sequencing stories. Continue Narrative Therapy work Storyboarding, sequencing, story maps & re-telling – who, what, where, when. 	<ul style="list-style-type: none"> Guided Reading groups as well as weekly 1:1 reading Non-fiction: Dinosaurs, PWHU Storyboarding, sequencing, story maps & re-telling – who, what, where, when Giving opinions on stories they have read Own story building 	<ul style="list-style-type: none"> Guided Reading groups as well as weekly 1:1 reading Non-fiction: Sea Creatures, Minibeasts Rhythm & Rhyme – Commotion in the Ocean Giving opinions on stories they have read Own story building
Literacy - Writing	<p>Look for any appropriate opportunities for a range of types of writing, including:</p> <ul style="list-style-type: none"> Name writing Labelling – e.g. with story sequencing. Notes Cards Invites Lists – Shopping lists for shop visits, preparation lists for trips (what will we need to take), etc. 					
	<ul style="list-style-type: none"> 'My first week' handprints 'All about me' labels Finishing sentences (e.g. 'It's good to be me because...') Shopping lists for Charlie/Lola's lunch & sandwich making Sequencing pink milk making photos & writing labels Make family books Family trees* 	<ul style="list-style-type: none"> Sequencing chocolate apple making photos & writing labels Celebration cards – birthdays, Diwali, Christmas Christmas lists Invites to Christmas concert (to post home) 	<ul style="list-style-type: none"> Letters (Lost & Found link) Wanted/Missing Posters (Penguin/Bear) Bear Hunt style stories Bear Hunt invites to parents Chinese style writing – names Chinese restaurant menus 	<ul style="list-style-type: none"> Building plans Re-writing stories Bean diaries – planting beanstalks Gingerbread Man letters Recounts – making pancakes Mother's Day Breakfast invites 	<ul style="list-style-type: none"> Menus – Dino café Design and write about a superhero What I want to be guess who writing 	<ul style="list-style-type: none"> Messages/letters in bottles Commotion in the Ocean style poems about sea creatures Billy's Bucket 'My World' stories. Transition writing – all about me. F2 Graduation invites for parents



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Maths	<ul style="list-style-type: none"> • Baseline Assessments • Numberblocks – Number of the day (Numbers to 10) • Focus on counting to 10, recognising and writing numerals to 10, ordering numbers to 10, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance • Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes 	<ul style="list-style-type: none"> • Numberblocks – Number of the day (Numbers to 20) • Focus on counting to 20, recognising and writing numerals to 20, counting objects in a set – to 20, ordering numbers to 20 • Counting and comparing groups of objects – more, less, the same/equal • Using positional language e.g. on, behind, next to • Creating repeating patterns 	<ul style="list-style-type: none"> • Numberblocks – making numbers, recognising that blocks can be combined to create new amounts (addition) and recording the additions • Saying one more/less than a given number • Identifying and describing the properties of 2D shapes • Ordering by length/height/weight/capacity 	<ul style="list-style-type: none"> • Numberblocks – making numbers, recognising that blocks can be taken away to create new amounts (subtraction) and recording the subtractions • Estimating and checking amounts • Time • Money 	<ul style="list-style-type: none"> • Addition • Subtraction • Sharing • Doubling and halving • (All above linked to problem solving) • Identifying and describing the properties of 3D shapes 	<ul style="list-style-type: none"> • Counting in 2's, 5's and 10's • Addition • Subtraction • Sharing • Doubling and halving • (All above linked to problem solving) • Problem solving activities within shape, space and measure
RE Red text to be covered during weekly topics and activities Black text will be taught weekly from the RE scheme	Harvest Festival Scheme of work Theme- Special People Question- What makes people special? Religions- Christianity and Judaism	Christmas and Diwali Scheme of work Concept- Incarnation Theme- Special People Question- What is Christmas? Religions- Christianity	Chinese New Year - RAT 25/01/20) Scheme of work Theme- Celebrations Question- How do people celebrate? Religions- Hinduism	Easter Scheme of work Theme- Easter Concept- Salvation Question- What is Easter? Religions- Christianity	Eid (24th May 2020) Scheme of work Theme- Shabbat Question- Is Shabbat important to Jewish children? Religions- Judaism	Scheme of work Theme- Rosh Hashanah and Yom Kipper Question- Are Rosh Hashanah and Yom Kipper important to Jewish children? Religions- Judaism
Forest School	-Self-portraits with natural objects. -Nature Walk -Magic wands -Mini-beast hunt	-Fire work Art -Christmas decorations -Exploring the wintery weather -Christingle -Bird feeders	-Bear hunt acting out the story -Den making -Map work -Treasure hunt -Gardening	-Outdoor pancakes on the fire -Mud painting -Tree faces -Leaf Mobiles -Seed planting -Gardening	-Dinosaur nests -Dinosaur hunt -Nature walk -Bug Hotels -Gardening	Children's Choice
	Ongoing:					



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UW	<ul style="list-style-type: none"> • P&C: 'Culture box' to go home with a child each week throughout the year; learning about their lives at home • P&C: Celebrations; learning about a range spread across the year from a variety of cultures, and making comparisons between our own traditions and those of other people. • P&C: Now and then comparisons wherever possible. • TW: Forest schools • TW: Learning about seasons and how the world around us changes throughout the year. Learning that living things live, grow & die • TW: Showing care and concern for living things and the environment 					
	Culture wheels to complete at home Identifying significant people in their own lives – talking about their families and lives outside of school. (EExAT UW PC 30 months) Talking about the different roles that people have (EExAT UW PC 48 months) Exploring the school environment – making comparisons with home/locality	Talking about events in their own lives (EExAT UW PC 36 & 42 months) and festivals and celebrations that are marked within their own culture (EExAT UW PC 54 months) Learning about similarities and differences between people and cultures (EExAT UW PC 60 months)	Ongoing aspects	Ongoing aspects	Talking about the different roles that people have linking to PWHU – EExAT UW PC 48 months Life in the past - dinosaur dig/fossils, etc.	EExAT UW PC 67+ Months - Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Understands that lives were different in the past. EExAT UW TW 67+ Months - Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area they live in... ...Knows the properties of some materials and can suggest some of the purposes they are used for.
ICT	Ongoing: <ul style="list-style-type: none"> • Ethel & Wayne with voice recorders – to go home with a different child each week • Voice recorders to go home in 'Culture Boxes' • Taking pictures of own work – display and discuss the work completed, skills used, etc. • Taking pictures as part of Forest Schools & other visits – display on big board and discuss • Using the internet to find out more about things we are learning about, e.g. Space, Diwali, winter, castles... • Child-initiated selection of technological resources; walky-talkies, iPads, talking postcards, etc. • Rising Stars EYFS ICT – activities to be selected from the book as needed. (LTP Example 2 on p10 may be helpful) 					



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ICT (Continued) EExAT Progression	<p>Dazzle self-portraits &/family pictures</p> <p><i>EExAT UW (T) by 30 mths - Responds to photographs or digital media showing shared events/familiar people or places:</i> All about me bags with family/home photos to be displayed on the big screen for chdn to discuss</p> <p><i>EExAT UW (T) by 36 mths - Uses and responds to real or improvised technological resources:</i> Introduction to/child-led use of technological equipment:</p> <ul style="list-style-type: none"> • Talking tins • Talking postcards • Beebots • iPads • Walky-talkies <p>Making own technological equipment using junk modelling resources – walky-talkies, phones, etc.</p> <p><i>EExAT UW (T) by 42 months - Uses technologies to share experiences with others and share experiences of using technology.</i> Introduce and encourage chdn to take photos/recordings of their work and activities. Share and discuss these as a class.</p>	<p><i>EExAT UW (T) by 48 months - Uses technologies, with support, to find out more about the world around them.</i></p> <p>Using technology to find information – emphasis on where and how, e.g. the computer – internet – google.</p>	<p><i>EExAT UW (T) by 54 months – Uses technologies to enhance, change or recreate within a learning experience.</i></p> <p>Bear Hunt photo stories</p> <p>Safer internet day 11th Feb – create presentations/ videos to promote internet safety at FS level.</p> <p>Using simple technology – tape measures, etc. as part of Maths.</p>	<p><i>EExAT UW (T) by 60 months – Captures and documents a sequence of events or experiences using ICT</i></p> <p>'Guess How Much I Love You' Mother's Day Presentations</p>	<p><i>EExAT UW (T) by 66 months - Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.</i></p> <p>Documenting 'clues' from the dinosaur visit.</p>	<p><i>EExAT UW (T) 67+ months – Finds out about and uses a range of technology. Selects appropriate applications that support an identified need.</i></p> <p>Documenting our seaside day – child-led exploration of how to showcase this.</p>



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EAD	<ul style="list-style-type: none"> Family trees* Self-portraits Family drawings My first week handprints* Design your own Elmer. 	<ul style="list-style-type: none"> Junk model space rockets 'Celebration' themed art/box modelling – Rangoli patterns, Diwa lamps (clay), firework chalk pictures, collaging poppies, etc. Christmas cards & crafts Christmas production – singing, dancing, performing. 	<ul style="list-style-type: none"> Winter collages Specific, topic themed activities TBC – see MTP Valentine's Cards & Crafts Chinese Writing 	<ul style="list-style-type: none"> Mother's Day cards & crafts Construction – Houses for the 3 Little Pigs, Castles for Jack and the Beanstalk. Specific, topic themed activities –TBC see MTP Easter cards & crafts – bonnets, etc. 	<ul style="list-style-type: none"> Dinosaur skeletons (art straws) Design a superhero Specific, topic themed activities TBC – see MTP 	<ul style="list-style-type: none"> Father's Day Cards & Crafts Sea creature collages/ paintings Specific, topic themed activities TBC – see MTP
EAD - Music	Charanga: 'Me' – 6 week scheme	Charanga: 'My Stories' – 6 week scheme	Charanga: 'Everyone' - 6 week scheme	Charanga: 'Our World' – 6 week scheme	Charanga: 'Big Bear Funk' - 6 week scheme	Charanga: 'Reflect, Rewind & Replay' - 6 week scheme
Role play suggestions:	<ul style="list-style-type: none"> Home corner Spooky House - Halloween 	<ul style="list-style-type: none"> Space rocket Birthday/celebration themed home corner Post Office Santa's Workshop 	<ul style="list-style-type: none"> Goldilocks Home Corner – 3 of everything Bear Hunt – deconstructed; child led 	Castle/3 Little Pigs Houses	<ul style="list-style-type: none"> Dino excavation centre/dig 	<ul style="list-style-type: none"> Pirate ship Fish & Chip Shop Indoor seaside Ice Cream parlour