

## Foundation 2 Long Term Planning 2021-2022

### Autumn 1: Will you read me a story?

As we begin the year, we focus on developing children's confidence, self-esteem and self-awareness as they transition to full time education. We share our high expectations with the children and further strengthen their understanding of our school values and their role within them. Throughout this half term we will focus on a selection of Traditional Tales. This theme allows children to read and internalise familiar stories through small world, role-play, writing and opportunities to represent these in their artwork. Children will explore characters focusing on actions, events and traits sharing their understanding using different forms and media. Children will be using the skills that they develop to apply their knowledge in challenging independent activities.

**Key Texts:** Goldilocks and the three bears, Beware of the Bears, Jack and the Beanstalk, Jaspers Beanstalk, Hansel and Gretel, Hansel and Gretel and the Dastardly Dinner Lady.

**Satellite Texts, particularly supporting a PSED theme and cultural diversity:**

Traditional tales, Interstellar Cinderella, The Worst Princess, The Paper Bag Princess, King and King, Princess Smarty Pants, Little Boy Blue, Little Jack Horner, Little Miss Muffet

**Key Vocabulary**

Rules, values, polite, respect, traditional, version, once upon a time, long ago, setting, character, adjective, verb, first, then, seasons, Autumn, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, vegetables, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, wildflower, sunflower, herbs, healthy choices.

**Links to school themes:** STEM, Well Being, Creative Arts

**Visits:**

**Initial Engagement:** 'WOW' story scenes

**Parental engagement:** Parents invited to Traditional Tales Gathering.

**Outside Influence:** 'King and Queen of Happily Ever After.'

**Outcome:** Introduction to characters

**Audience:** Parents

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Sit appropriately during story times, looking and listening.	SEAL: New beginnings.	Use the climbing apparatus in the Foundation 2 outdoor area with adult or peer support.	Names the different parts of a book.	<b>CLIC</b> Recognises more/ less than and the same.	<b>History</b> Orders and sequences their daily routine.	Engage in imaginative play using resources within the learning environment.
Develop listening and attention skills.	Transitions well into Foundation 2 adjusting to a new learning environment.	Travel in different ways; rolling, crawling, walking, jogging, running, climbing, developing spatial awareness.	Enjoys listening to stories and can remember and sequence story events.	Understands all gone.	Talks about significant events in their own experiences.	Recreate characters from familiar stories using collage- cutting out a given shape, joining skills using glue sticks and PVA glue.
Takes turns talking to others.	Follows daily routine supported by the visual timetable.	Travel over, under, through and around outdoor play equipment.	Phase 2 grapheme/ phoneme correspondence.	Say numbers 1 – 10.	Understands the generational relationships in their family tree.	Make simple representations of people using different media; collage, printing, drawing, painting with brushes, marble rolling, chalk.
Listening to and learning new vocabulary.	Develop awareness of their social and emotional feelings.	Throw and kick a large ball and aim at a target.	Able to orally segment and blend CVC words using taught phonemes.	Read numbers 1 – 5.	Explore how traditional tales are retold through alternative versions of the original text. Engage in a story book that is set in the past.	Malleable materials: cutting, moulding and shaping playdough using rolling pins, cutters and basic clay tools.
Follows instructions.	Demonstrates friendly behaviour.	Sits in a crossed leg position during carpet sessions.	Identifies own name and taught tricky words.	Knows 10 fingers say double 1 and half of 2.	Engage in a story book that is set in the past.	Box modelling- cutting following own design, joining skills using glue sticks, cellotape, paper clips.
To ask questions to find out more information.	Initiate play cues to peers.	Holds a pencil using a tripod grip (supported).	Hears and writes initial sounds in words using known graphemes.	Group objects and count using object names.	Engage in a story book that is set in the past.	
To answer questions using a sentence starter.	Can play in a group, extending and elaborating play ideas.	Use a range of tools competently; pencils, paintbrushes, scissors, cutlery.	Writes with purpose telling an adult what they have written.	<b>WIDER</b> Moves self in specific ways.	Engage in a story book that is set in the past.	
Use talk to express themselves.	Manage their own needs; toileting, hand washing, putting on own coat, selecting a fruit snack.	Draw a representation of a person and simple shapes.	Uses own thoughts and ideas to complete a sentence stem.	Describe simple 2D shapes.	Engage in a story book that is set in the past.	
				Describes tall or short. Compares hot/ cold and makes a whole turn.	Explore objects found in the environment.	
				Records sorting using mark making.	Explore objects found in the environment.	
					<b>RE</b> Celebrates and comments in the visual similarities and differences between us a cohort.	

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<p>Develop social phrases.</p> <p>Describe familiar events in detail.</p>	<p>Knows and understands the classroom expectations using the Diamond Rules.</p>	<p>Complete pre-writing tasks with accuracy and trace over name with correct formation.</p> <p>Uses large scale threading equipment with control.</p> <p>Join materials together using; glue sticks, cellotape, paper clips.</p>	<p>Drama techniques- developing independence in hot-seating, role on the wall, collective drawing, placing the prop, placing the text, reading the picture, empty chair.</p>	<p>Creates two colour patterns.</p> <p><b>EYFS DM Additional</b> Subitises regular amounts up to 5.</p> <p>Experiments with own symbols and marks.</p> <p>Notices and corrects errors in simple repeating patterns.</p>	<p>Describe the objects that are 'special' to children and consider why.</p> <p>Engage with stories about different celebrations; The origins of the Harvest festival.</p> <p><b>Geography</b> School orientation to support transition into school; F1, F2, playground, hall.</p> <p>Know people in the school environment and their role.</p> <p>Talks about their home and the places they go in their local environment.</p> <p>Creates different play environments naming their features, woodland, town.</p> <p>Identify and describe story settings within stories and the key features of each; woodland, town.</p> <p><b>ICT</b> ICT toys within role play and the environment.</p>	<p>Construction- building houses using large bricks and magnetic pieces.</p> <p>Jolly music introducing; the use of signals to provide instructions, matching actions in time to a song/ music, listening for differences in pitch, distinguishing between loud and quiet.</p> <p>To match their own movements to music.</p> <p>Watch dance performances and make comments about what they can see.</p> <p>To be able to sing familiar songs from memory.</p> <p>Transient Art- Andy Goldsworthy; Portrait, Autumn.</p> <p><b>Notable People</b> Vincent Van Gogh</p>
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**Evaluation of Outcomes and Future Actions:**

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**Autumn 2: Let's Celebrate**

This theme supports the development of children's cultural awareness as we explore celebrations across a range of cultures & different religious beliefs. Children will learn about the celebratory activities that take place locally and those within the wider world showing respect for others. We will encourage children to talk about their own experiences and listen to those of others exploring similarities and differences. Children can share their ideas, thoughts and feelings in different ways through discussion, performance and artwork.

**Key Texts:** Non: Fiction: Bonfire Night, Rama and Sita, A Nutty Story, So Much, The First Christmas.  
**Satellite Texts, particularly supporting a PSED theme and cultural diversity:**  
 Diwali, Hannukah, Christmas  
**Religious Stories**  
 The First Christmas

**Key Vocabulary**  
 Rules, values, polite, respect, harvest, farming, Diwali, Hanukkah, Christmas, Christianity, Beliefs, culture, tradition, celebration, invitation, long ago, setting, character, adjective, verb first, then. Seasons, Autumn, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, freeze, melt, predict, observations, vegetables, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices.

**Links to school themes:** Valuing Worksop, Well Being, Creative Arts

**Visits:** Christmas Tree festival at Priory Church

**Initial Engagement:** Bonfire night

**Parental engagement:** Parents invited to the Christmas Nativity

**Outside Influence :** Mr Guest

**Outcome:** Christmas Tree Festival using own art decorations to be displayed at Priory Church

**Audience:** Local community

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Sit appropriately during story times, looking and listening.	SEAL: Getting on and falling out.	Use the climbing apparatus in the Foundation 2 outdoor area unsupported.	Names the different parts of a book. Understands page sequencing.	<b>CLIC</b> Recognises more, less, the same.	<b>History</b> Orders and sequences their daily routine.	Engage in imaginative play using resources within the learning environment.
Develop listening and attention skills.	Follows daily routine supported by the visual timetable.	Travel in different ways; rolling, crawling, walking, jogging, running, climbing, developing spatial awareness.	Enjoys listening to stories and can remember and sequence story events.	Reads numbers 1 – 10 and counts up to 10 objects.	Talks about significant events in their own experiences.	Make simple representations of people using different media; collage, printing, drawing, painting with brushes, marble rolling, chalk.
Takes turns talking to others.	Identify and moderate their social and emotional feelings.	Travel over, under, through and around outdoor play equipment.	Phase 2 grapheme/ phoneme correspondence.	Shows an understanding of numbers 1-5.	Understands the generational relationships in their family tree.	Explore, use and refine a variety of artistic effects to express their ideas and feelings; fireworks art using line, strokes, splattering and dabbing. Bonfire scene using chalk line and smudging.
Listening to and learning new vocabulary.	Demonstrates friendly behaviour.	Throw and kick a large ball and aim at a target.	Able to orally segment and blend CVC words using taught phonemes.	Knows they have 10 fingers and knows double 1, 2 and half of 2, 4.	Engage in stories that are set in the past.	
Follows instructions.	Initiate play cues to peers.	Sits in a crossed leg position during carpet sessions.	Identifies own name and taught tricky words.	Can say a learn it and a switcher.	<b>Science</b> Making observations of the changes that occur in the outdoor area during Autumn describing what they can hear, smell, see and feel.	Box modelling- cutting following own design, joining skills using glue sticks, cellotape, paper clips.
To ask questions to find out more information.	Can play in a group, extending and elaborating play ideas.	Holds a pencil using a tripod grip (supported).	Hears and writes initial sounds in words using known graphemes.	Finds 1 more and 1 less within 5.	To investigate freezing and melting.	Malleable materials: moulding a basic bowl shape using fingers as tools, cutting, moulding and shaping playdough using rolling pins, cutters and basic clay tools.
To answer questions using a sentence starter.	Manage their own needs; toileting, hand washing, putting on own coat, selecting a fruit snack.	Use a range of tools competently; pencils, paintbrushes, scissors, cutlery.	Writes with purpose telling an adult what they have written.	Begins to add to find the total and take away to see how many are left.	<b>RE</b> To learn about the Christian Faith through the Christmas story.	
Able to express a point of view and to debate when they disagree with an adult or friend.	Knows and understands the classroom expectations using the Diamond Rules.	Draw a representation of a person and simple shapes.	Writes with purpose telling an adult what they have written.	<b>WIDER</b>		
Develop social phrases.	Enjoys the responsibility of carrying out small tasks.					

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<p>Describe familiar events in detail.</p>	<p>Able to locate resources within own play and learning.</p>	<p>Complete pre-writing tasks with accuracy and trace over name with correct formation.</p> <p>Uses large scale threading equipment with control.</p> <p>Join materials together using; glue sticks, cellotape, paper clips.</p>	<p>Beginning to form ladder letters formed correctly.</p> <p>Uses own thoughts and ideas to complete a sentence stem.</p> <p>Drama techniques- developing independence in hot-seating, placing the prop, placing the text, freeze frame, magic microphone, reading the picture.</p>	<p>Describes simple 2d shapes and sees when shapes are similar.</p> <p>Uses 3D shapes when playing.</p> <p>Plays shop pretending to buy things.</p> <p>Records sorting using mark making.</p> <p>Creates two colour patterns.</p> <p><b>EYFS DM Additional</b> Subitises irregular amounts up to 5.</p> <p>Links numerals with its cardinal number value within 10.</p> <p>Experiments with own symbols and marks as well as numerals.</p> <p>Notices and corrects errors in repeating patterns.</p>	<p>Perform the story of the First Christmas with children taking on different roles and responsibilities within the retell.</p> <p>Discuss the importance of the Church and its place within Christianity.</p> <p>Engage with stories about different celebrations. To compare similarities and differences. Diwali, Hanukkah, Christmas, Guy Fawkes night.</p> <p><b>Geography</b> Name and describe people who are familiar to them.</p> <p>Knows that some places are far away and we cannot walk there.</p> <p>Knows what a globe is and that it represents the world. Knows the basic colour key on a map. Locate England.</p> <p><b>ICT</b> ICT toys within role play and the environment. Introduction to the use of programmable toys- Beebot.</p>	<p>Construction- firework art using octons, popoids to create models.</p> <p>Jolly music introducing; pitch, voice types and pulse; distinguish between a song and a rhyme, moving in time to pulse, performing actions in a rest.</p> <p>To match their own movements to music.</p> <p>Watch dance performances and make comments about what they can see.</p> <p>To learn songs to perform from memory in the Christmas Nativity.</p> <p>Transient Art- Andy Goldsworthy; Light.</p> <p><b>Notable People</b> Vincent Van Gogh</p>
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**Evaluation of Outcomes and Future Actions:**

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**Spring 1: What happens when I fall asleep?**

This theme develops children’s understanding of the passing of time and process of day and night. Children will study the similarities and differences between the features of day and night, including learning about the sun, moon and stars. We will discuss why sleep is so important for our bodies and how it can impact on our daily lives and learning if this is not provided. We will introduce the children to nocturnal animals and consider the ways in which we can care for them and keep them safe. Children will explore different skills and techniques through model making projects throughout the half term resulting in a collaborative parent workshop to show case these.

**Key Texts:** Peace at Last, Whatever Next, Non- Fiction: Chinese New Year, Owl Babies  
**Satellite Texts, particularly supporting a PSED theme and cultural diversity:**  
 Diddle, Diddle, Dumpling, Early to Bed , Hickory, Dickory, Dock, Jack Be Nimble, Star Light, Star Bright  
**Religious Stories**  
 Noah’s Ark

**Key Vocabulary**  
 Rules, values, polite, respect, setting, character, adjective, verb first, then, Chinese New Year, culture, beliefs, celebration, seasons, Winter, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, magnetic, non-magnetic, push, pull, predict, observations, vegetables, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, hibernate, nocturnal, environment, space, solar system, Moon, stars, Earth, globe, locate, planets, sun, astronaut, danger, safety, night, day, light, dark, healthy choices.

**Links to school themes:** Sustainability, STEM, Well Being  
**Visits:**  
**Initial Engagement:** Pyjama and bedtime story day  
**Parental engagement:** Parents invited to a Picnic on the Moon and Rocket Building Workshop.  
**Outside Influence – Bear family Outcome- Rocket for Baby Bear to travel to the moon Audience- Parents**

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times able to answer ‘what’ and ‘who’ questions and ask own ‘why’ questions about what has been read to them.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs in small groups.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Waits their turn when an adult is speaking to someone</p>	<p>SEAL: Going for goals.</p> <p>Children play co-operatively and share resources with others.</p> <p>Waits their turn during group/class sessions.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Beginning to solve conflicts with others with support.</p> <p>Be confident to participate in whole class activities sharing own ideas and commenting on those of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Travel in different ways; jumping, hopping, skipping.</p> <p>Adjusting speed and changing direction with control and co-ordination.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Uses dominant hand for writing using a tripod grip.</p>	<p>Able to retell a story in the correct order discussing characters and events.</p> <p>Engage in story times able to answer ‘what’ and ‘who’ questions and ask own ‘why’ questions about what has been read to them.</p> <p>Phase 3 grapheme/ phoneme correspondence</p> <p>Confidently segments and writes CVC words applying known graphemes.</p> <p>Reads simple sentences and phrases applying known graphemes.</p> <p>Able to write own name and phase 2 tricky words from memory.</p> <p>Able to complete a rhyming string.</p>	<p><b>CLIC</b>                      Understands all gone.</p> <p>Counts on and back within 10, recognising and ordering numerals to 10.</p> <p>Begins to count in 10’s to 50.</p> <p>Knows that 5 fingers and 5 fingers make 10 fingers.</p> <p>Knows double 3 and half of 6.</p> <p>Can say a learn it and a switcher.</p> <p>Finds 1 more and 1 less within 10.</p> <p>Can use counting objects to find the total by adding and find how many left by taking away.</p> <p><b>WIDER</b>                      Describes own position.</p>	<p><b>History</b>                      Able to sequence and order events of the day using the vocabulary now, next, today, tomorrow and yesterday in the correct context.</p> <p>Comments on images of familiar situations in the past. Understands that some events happened before they were born.</p> <p><b>Science</b>                      Making observations of the changes that occur in the outdoor area during Winter.</p> <p>To learn the basic concept of our solar system- sun, moon, earth and stars. To identify the key features of the moon and how it contributes to life on earth. To begin to explore the role of astronauts in travelling to space.</p>	<p>Make simple representations of people and animals using different media; colour mixing paint with brushes, drawing, sketching.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings; moonlight scene building upon use of chalk line and smudging. Owl sketching developing observational sketching skills.</p> <p>Complete simple weaving by sewing randomly through holes on a card frame to make a dreamcatcher. Threading large beads onto a piece of string.</p> <p>Box modelling- designing and making rocket and binocular models using cutting, joining skills including glue sticks,</p>

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<p>else in the environment with support.</p> <p>Follows an instruction involving more than one step.</p> <p>Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Describe familiar events in some detail developing the use of past tense when describing an event that has happened.</p> <p>Develop social phrases greeting others politely showing respect and good manners.</p> <p>To answer questions using complete sentences with the support of a sentence starter.</p>	<p>See themselves as a valuable individual understanding own strengths and abilities.</p> <p>Able to control behaviour following the Diamond Rules understanding that they are in place to keep us safe.</p> <p>Understand and discuss alternative behaviour choices that can be made (emotion coaching.)</p> <p>Manage their own needs; fastening own coat, dressing and undressing for P.E</p> <p>Confident to ask peers for help when needed or select appropriate supporting resource within the learning environment.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:- toothbrushing- having a good sleep routine - being a safe pedestrian.</p>	<p>Develop correct formation for letters through handwriting practice to be applied in writing.</p> <p>Can draw a representation of a person including more personal detail, e.g. eyelashes, glasses, fingers.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently; pencils for drawing and writing, paintbrushes, scissors.</p> <p>Uses smaller scale threading equipment to make a dreamcatcher.</p> <p>Joins materials together using glue sticks, cellotape, paper clips and split pins.</p>	<p>Ladder letters and caterpillar letters introduced are formed correctly.</p> <p>Rehearses sentence verbally before writing.</p> <p>Drama techniques- developing independence in hot-seating, role on the wall, collective drawing, placing the prop, placing the text, circle packing, magic microphone, tableau.</p>	<p>Sees when shapes are similar and recognises/ names 2D shapes.</p> <p>Describes a period of time and order daily events.</p> <p>Makes a whole turn and compares distance/ mass and space.</p> <p>Creates three colour patterns.</p> <p><b>EYFS DM Additional</b> Subitises regular amounts up to 8.</p> <p>Selects, rotates and manipulates shapes.</p> <p>Begins to recognise odd and even numbers and shows some understanding of ordinal numbers.</p>	<p>To discuss the importance of sleep on our bodies and how it helps us to stay healthy and ready to learn.</p> <p>Introduce the term of ‘nocturnal’ animals researching and identifying the animals that are. Consider why these animals are nocturnal contributing our own ideas and listening and responding appropriately to those of others.</p> <p>To investigate magnetism.</p> <p><b>RE</b> Children will learn about Chinese New Year and explore how this is celebrated using non-fiction texts and computers to find out information.</p> <p><b>Geography</b> Re-visit a globe- Locate England and China. Explore artefacts, clothing, language and food tasting.</p> <p>Talk about members of their immediate family, school and wider community discussing different roles and responsibilities.</p> <p><b>ICT</b> ICT toys within role play and the environment. Introduction to the use of the laptops. Children beginning to use a simple programme to develop the used of mouse skills; Revelation Art.</p>	<p>cellotape, paper clips and split pins.</p> <p>Malleable materials- cutting, moulding and shaping playdough using rolling pins, cutters. Use of clay to create a diva lamp using; rolling, pinching, kneading and shaping.</p> <p>Construction- rockets using magnetic pieces, dragons using straws and connectors.</p> <p>Jolly music introducing; pitch, voice types and pulse; distinguish between a song and a rhyme, moving in time to pulse, performing actions in a rest.</p> <p>Move to music and talk about their feelings and responses.</p> <p>Watch dance performances expressing their feelings and responses.</p> <p>To be able to sing familiar songs from memory.</p> <p>Transient Art- Andy Goldsworthy; Night, space.</p> <p><b>Notable People</b> Vincent Van Gogh</p>
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**Evaluation of Outcomes and Future Actions:**

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**Spring 2:**

This theme focuses on the study of farming and agriculture within the local area and its contribution to the wider world. Children will explore where our food comes from and how sustainable this is. We will consider the impact of food on our bodies and how we can make healthy choices within our diet. We will discuss the importance of reduce, reuse and recycle as we explore food packaging and processing.

**Key Texts:** Snore, Farmer Duck, A squash and a squeeze, The Little Red Hen, Oliver’s Vegetables.  
**Satellite Texts, particularly supporting a PSED theme and cultural diversity:**  
 Roses Are Red, Old Mother Hubbard, Simple Simon  
**Religious Stories:**  
 Easter

**Key Vocabulary**  
 Rules, values, polite, respect, responsibility, rubbish, environment, setting, character, adjective, verb first, then, Easter, Christianity, culture, beliefs, celebration, seasons, Spring, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, daffodils, wildflower, sunflower, seed, flowers, stem, root, petal, leaf, herbs, vegetables, farming, agriculture, sustainability, farm animals, floating, sinking, predict, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices, living, Earth, globe, locate.

**Links to school themes:** Valuing Worksop, Sustainability, Well Being  
**Visits:** Local Farm Trip  
**Initial Engagement:** Local produce display ‘Where does our food come from?’  
**Parental engagement:** Parents invited to our ‘Soup Kitchen.’  
**Outside Influence:** Farmer Dean      **Outcome:** Farm fact file for Farmer Dean      **Audience:** Farmer Dean

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times able to answer ‘what’ and ‘who’ questions and ask own ‘why’ questions about what has been read to them.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs in small groups.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Waits their turn when an adult is speaking to someone else in the environment with support.</p>	<p>SEAL: Good to be me.</p> <p>Children play co-operatively and share resources with others.</p> <p>Waits their turn during group/class sessions.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Beginning to solve conflicts with others with support.</p> <p>Be confident to participate in whole class activities sharing own ideas and commenting on those of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>See themselves as a valuable individual understanding own strengths and abilities.</p>	<p>Travel in different ways; jumping, hopping, skipping.</p> <p>Adjusting speed and changing direction with control and co-ordination.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Uses dominant hand for writing using a tripod grip.</p> <p>Develop correct formation for letters through handwriting</p>	<p>Talks about their favourite book (WBW)</p> <p>Able to retell a story in the correct order discussing characters and events.</p> <p>Engage in story times able to answer ‘what’ and ‘who’ questions and ask own ‘why’ questions about what has been read to them.</p> <p>Phase 3 grapheme/ phoneme correspondence</p> <p>Confidently segments and writes CVC words applying known graphemes.</p> <p>Reads simple sentences and phrases applying known graphemes.</p> <p>Able to write own name and phase 2 tricky words from memory.</p>	<p><b>CLIC</b>                      Counts back with objects to zero and can count back from 10.                       Counts in 10’s to 50.                       Counts forwards to 13 and orders numbers forwards and backwards to 10.                       Knows doubles and halves within 10.                       Says a learn it and a switcher.                       Adds the right amount, counting how many altogether.                       Takes away the right amount, counting how many are left.                       Gives out objects fairly.   <b>WIDER</b>                      Describes own position and sees when shapes are similar.</p>	<p><b>History</b>                      Able to sequence and order events of the day using the vocabulary now, next, today, tomorrow and yesterday in the correct context.                       Comments on images of familiar situations in the past. Understands that some events happened before they/ their parents/ grandparents were born.   <b>Science</b>                      Making observations of the changes that occur in the outdoor area during Spring. Explore and care for new plant life.                       To be able to identify farm animals and recognise their contribution to a working farm. To recognise the value of farming on our everyday lives. To investigate the source of the foods that we eat and identify produce</p>	<p>Make simple representations of people and plants using different media; colour mixing paint with brushes, observational drawing, sketching.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings; observational paintings of flowers using colour mixing techniques. Vegetable sketching developing observational sketching skills.</p> <p>Box modelling- cutting following own design, joining skills using glue sticks, cellotape, paper clips, split pins.</p> <p>Malleable materials- cutting, moulding and shaping playdough using rolling pins, cutters and basic clay tools.</p>

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<p>Follows an instruction involving more than one step.</p> <p>Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Describe familiar events in some detail developing the use of past tense when describing an event that has happened.</p> <p>Develop social phrases greeting others politely showing respect and good manners.</p> <p>To answer questions using complete sentences with the support of a sentence starter.</p>	<p>Able to control behaviour following the Diamond Rules understanding that they are in place to keep us safe.</p> <p>Understand and discuss alternative behaviour choices that can be made (emotion coaching.)</p> <p>Manage their own needs; fastening own coat, dressing and undressing for P.E</p> <p>Confident to ask peers for help when needed or select appropriate supporting resource within the learning environment.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:- toothbrushing- having a good sleep routine - being a safe pedestrian.</p> <p>+ Clever Never</p>	<p>practice to be applied in writing.</p> <p>Can draw a representation of a person including more personal detail, e.g. eyelashes, glasses, fingers.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently; pencils for drawing and writing, paintbrushes, scissors.</p> <p>Uses smaller scale threading equipment to make a dreamcatcher.</p> <p>Join materials together using glue sticks, cellotape, paper clips and split pins.</p>	<p>Ladder letters and caterpillar letters introduced are formed correctly.</p> <p>Rehearses sentence verbally before writing.</p> <p>Writes simple phrases beginning to use finger spaces.</p> <p>Able to read own sentence back.</p> <p>Drama techniques- developing independence in hot-seating, role on the wall, collective drawing, placing the propr, placing the text, empty chair, occupational mime, magic microphone, tableau.</p>	<p>Begins to recognise 3D shapes.</p> <p>Plays shops, identifying coins and giving change.</p> <p>Chants the days of the week.</p> <p>Shows an awareness of half an amount.</p> <p>Collects data using objects</p> <p><b>EYFS DM Additional</b> Subitises irregular amounts up to 8.</p> <p>Selects, rotates and manipulates shapes.</p> <p>Begins to recognise odd and even numbers and shows some understanding of ordinal numbers.</p>	<p>which can be locally sourced. Explore our locality for farming and agriculture including a visit to a small local farm.</p> <p>To investigate floating and sinking.</p> <p><b>RE</b> To learn about the Christian faith through the Easter story.</p> <p>To consider the people who are special to us and why.</p> <p><b>Geography</b> Re-visit a globe, locate England. Explore a map of England, locate Worksop.</p> <p>Talk about people who live in Worksop and local landmarks; school, church, flour mill, library. Label on a map of Worksop. Locate and label farm to visit.</p> <p>Talk about the members of the wider community and the different roles that people have; emergency services- locate where they are they on the map.</p> <p><b>ICT</b> ICT toys within role play and the environment. Introduction to the use of the laptops. Children beginning to use a simple programme to develop the used of mouse skills.</p>	<p>Introduction to woodwork; safety, equipment, simple cut.</p> <p>Construction- building farm structures using straws and connectors, create animals using popoids.</p> <p>Jolly music introducing; hand movements to show pitch, improvise actions within a rest, compare rhythms.</p> <p>Move to music and talk about their feelings and responses.</p> <p>Watch dance performances expressing their feelings and responses.</p> <p>To be able to sing familiar songs from memory.</p> <p>Transient Art- Andy Goldsworthy; Spring</p> <p><b>Notable People</b> Vincent Van Gogh</p>
<p><b>Evaluation of Outcomes and Future Actions:</b></p>						



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<b>Summer 1:</b>						
This theme develops children’s knowledge and understanding of minibeasts within our local environment. Children will begin to explore the features of mini-beasts and to compare similarities and differences and how their habitats support this. We will encourage children to take an active role in caring for their locality including gardening, maintenance and placement of play equipment.						
<b>Key Texts:</b> The Very Hungry Caterpillar, Superworm, What the Ladybird Heard, Aagh Spider! <b>Satellite Texts, particularly supporting a PSED theme and cultural diversity:</b> Ladybird, Ladybird, Three Blind Mice				<b>Key Vocabulary</b> Rules, values, polite, respect, setting, character, adjective, verb first, then, Christian, creation, culture, beliefs, seasons, Summer, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, wildflower, sunflower, herbs, vegetables, mini-beasts, environment, compare, describe, similar, different, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices, living, Earth, globe, locate, community.		
<b>Links to school themes:</b> Valuing Worksop, Sustainability <b>Visits:</b> Story reading session at Worksop Library. Mini- beast hunt at the Worksop Canche. <b>Initial Engagement:</b> Minibeast hunt in the wildlife area <b>Parental engagement:</b> Parents invited to a ‘How many spots?’ maths challenge <b>Outside Influence:</b> Zookeeper <b>Outcome:</b> Presentation <b>Audience:</b> Zookeeper						
Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	SEAL: Relationships.  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Negotiate space and obstacles safely in the learning environment with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Travel with confidence in different ways; running, jumping, dancing, hopping, skipping and climbing.  Refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Hold a pencil effectively in the tripod grip able to form most letters correctly.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently; pencils for	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Make predictions about key events in stories  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Phase 2 and 3 grapheme/ phoneme correspondence. 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.	<b>CLIC</b> Recognises biggest/ smallest, most/ least and same.  Counts forwards and backwards within 20 and counts up to 20 objects from a larger pile.  Shows an understanding of numbers 6-10.  Counts in 10’s to 100 and when counting past 20 says ‘twenty 1, twenty 2, etc’.  Knows 2+1 and 2+3.  Knows doubles and halves within 10, says a learn it and switcher and can say a takeaway (inverse)  Shares an even amount of objects and finds half.  Adds by counting on.	<b>History</b> Talk about the lives of the people in their community; farming.  Discuss similarities and differences between our community in the past and now.  <b>Science</b> Making observations of the changes that occur in the outdoor area during Spring/ Summer.  To research the habitats and environments of mini-beasts. To begin animal classification using simple criteria such as number of legs.  To investigate contrasting locations for mini-beasts; playground; wildlife area; Worksop Canche.	Make simple representations of people, plants and mini-beasts using different media; colour mixing paint with brushes, observational drawing, sketching, printing/ collage/ rubbings with natural objects.  Explore, use and refine a variety of artistic effects to express their ideas and feelings; observational paintings of flowers using colour mixing techniques. Mini-beast sketching developing observational sketching skills.  Develop use of evaluating own work- Austin’s butterfly.  Box modelling- designing and making mini beasts using cutting, joining skills including glue sticks, cello tape, paper clips, split pins.

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<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>drawing and writing, paintbrushes, scissors.</p> <p>Show accuracy and care when drawing.</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Confidently segments and writes words applying known graphemes.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount stories.</p> <p>Drama techniques- developing independence in hot-seating, role on the wall, collective drawing, placing the prop, placing the text, empty chair, occupational mime, magic microphone, tableau, defining the space.</p>	<p><b>WIDER</b> Describes a variety of different positions and creates a symmetrical picture.</p> <p>Names and describes 2D/ 3D shapes.</p> <p>Knows about annual events and chants the days of the week.</p> <p>Makes a half turn.</p> <p>Finds half an amount by dividing by two.</p> <p>Spots, copies and creates different patterns.</p> <p><b>EYFS DM Additional</b> Subitises regular amounts up to 10.</p> <p>Recognises that a shape contains other shapes inside it.</p> <p>Begins to solve simple addition and subtraction problems.</p> <p>Recognises odd and even numbers.</p> <p>Understands and uses ordinal numbers.</p>	<p><b>RE</b> To learn about the Christian faith through the story of creation. To consider the places that are special to us and why.</p> <p><b>Geography</b> Re-visit a globe, locate England. Explore a map of England, locate Worksop. Explore a map of Worksop, locate school.</p> <p>Talk about people from within our school community. Label a map of our school with its different features; playground, hall, wildlife area, classrooms.</p> <p>Visit the wildlife area labelled on the school map.</p> <p><b>ICT</b> ICT toys within role play and the environment. Introduction to the use of the laptops. Children beginning to use a simple programme to develop the used of mouse skills.</p>	<p>Share their creations explaining the process they have used.</p> <p>Malleable materials- cutting, moulding and shaping playdough using rolling pins, cutters. Use of clay to create a mini-beast using; rolling, pinching, kneading and shaping. Use of simple clay tools to add detail.</p> <p>Construction- creating habitats- selecting appropriate resources.</p> <p>Jolly music introducing; identifying a song by its rhythm, matching pitch to hand movements, counting beats.</p> <p>Create their own movements to music responding to the beat and tempo.</p> <p>Watch dance performances expressing their feelings and responses.</p> <p>To be able to sing familiar songs from memory.</p> <p>Transient Art- Andy Goldsworthy; Mini-beasts</p> <p><b>Notable People</b> Vincent Van Gogh</p>
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**Evaluation of Outcomes and Future Actions:**

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Summer 2:						
This theme develops the children’s knowledge and understanding of contrasting locations as they explore their own locality in comparison with that of Africa. This will include the sustainability of the different environments and the impact that this has on their daily lives. We will be completing studies of the animals, artwork and cultural differences. Children will be focusing on different aspects to identify similarities and differences between the locations presenting their findings in different ways including African tales, traditions, art and musical creations.						
<b>Key Texts:</b> Handa’s Surprise, Handa’s Hen, Handa’s Noisy Night <b>Satellite Texts, particularly supporting a PSED theme and cultural diversity:</b> One, Two, Buckle My Shoe, Seesaw, Margery Daw, London Bridge Is Falling Down <b>Religious Stories</b> Creation/ Adam & Eve			<b>Key Vocabulary</b> Rules, values, polite, respect, community, environment, culture, clothing, artwork, housing, compare, describe, similar, different, African animals, setting, character, adjective, verb first, then, seasons, Summer, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, daffodils, wildflower, sunflower, herbs, vegetables, , hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices, living, Earth, globe, locate, continent, country.			
<b>Links to school themes:</b> Valuing Worksoop, Sustainability, STEM, Creative Arts <b>Visits:</b> Yorkshire Wildlife Park <b>Initial Engagement:</b> Wildlife park <b>Parental engagement:</b> Parents invited to end of year celebration of work. <b>Outside Influence:</b> Sir Edmund Hillary School, Johannesburg <b>Outcome:</b> Comparative report <b>Audience:</b> SEH school						
Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-	SEAL: Changes  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Negotiate space and obstacles safely in the learning environment with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Travel with confidence in different ways; running, jumping, dancing, hopping, skipping and climbing.  Refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Hold a pencil effectively in the tripod grip able to form most letters correctly.  Develop their small motor skills so that they can use a range of tools competently, safely and	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Make predictions about key events in stories  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Phase 2 and 3 grapheme/ phoneme correspondence. 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.	<b>CLIC</b> Reads and order numbers to 20.  Counts in 10’s to 100 and counts ‘2, 4, 6, 8’ and ‘5, 10, 15’.  Knows 2+1 and 2+3 and can say the inverse.  Knows doubles and halves within 10.  Says a learn it and a switcher.  Shares a given amount of objects between 3 people.  Adds the right amount when solving a problem and takes away the right amount when solving a problem.  <b>WIDER</b> Makes half a turn.	<b>History</b> Talk about the lives of the people in their community in the UK compared to that of Africa. Traditional activities.  <b>Science</b> Making observations of the changes that occur in the outdoor area during Summer.  <b>RE</b> To consider the places that are special to us and why.  <b>Geography</b> Re-visit a globe, locate England. Explore a map of England. Locate the continent of Africa. Discuss a continent and country. To compare the contrasting locations of Worksoop (England) and Johannesburg (Africa) based upon; food; climate; culture; education;	Make simple representations of art from other cultures using different media; colour mixing paint with brushes, drawing, natural materials, chalk.  Explore, use and refine a variety of artistic effects to express their ideas and feelings; African sunsets using colour mixing, colour wash and pastels to create silhouettes. Portrait sketching developing observational sketching skills.  Box modelling- cutting following own design, joining skills using glue sticks, cellotape, paper clips.  Share their creations explaining the process they have used. Weaving paper through a card frame- Father’s Day Cards.

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<p>fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>confidently; pencils for drawing and writing, paintbrushes, scissors.</p> <p>Show accuracy and care when drawing.</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Confidently segments and writes words applying known graphemes.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount stories.</p> <p>Drama techniques- developing independence in hot-seating, role on the wall, collective drawing, placing the propr, placing the text, empty chair, occupational mime, magic microphone, tableau, defining the space.</p>	<p>Compares 3 different amounts of distance, mass and space.</p> <p>Records sorting using numbers and builds counting towers.</p> <p>Spots, copies and creates different patterns.</p> <p><b>EYFS DM Additional</b> Subitises irregular amounts up to 10.</p> <p>Recognises that a shape contains other shapes inside it.</p> <p>Solves addition and subtraction problems giving reasons for answers.</p> <p>Recognises odd and even numbers.</p> <p>Understands and uses ordinal numbers.</p>	<p>clothing; artwork; animals; housing.</p> <p><b>ICT</b> ICT toys within role play and the environment. Introduction to the use of the laptops. Children beginning to use a simple programme to develop the used of mouse skills. To explore achievements within Foundation 2. Transition to Year 1</p>	<p>Sewing bookmarks using a running stitch.</p> <p>Malleable materials- cutting, moulding and shaping playdough using rolling pins, cutters and basic clay tools.</p> <p>Construction- creating representations of animals selecting appropriate resources.</p> <p>Jolly music introducing; counting beats, tap in time to pulse, identify and show rests, revise songs, singing with different pitches.</p> <p>Create their own movements to music responding to the beat and tempo.</p> <p>Watch dance performances expressing their feelings and responses.</p> <p>To be able to sing familiar songs from memory.</p> <p>Transient Art- Andy Goldsworthy; Africa</p> <p><b>Notable People</b> Vincent Van Gogh</p>
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**Evaluation of Outcomes and Future Actions:**