



Meadowbank Primary School

Long Term Planning 2022 - 2023



FS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Who am I?	Where does colour come from?	What is in a story?	Is the world alive?	How do things move?	What came before us?
Lit Genres	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme
Book Studies	<ul style="list-style-type: none"> -Together we can -More People to Love me -In every House in every Street -In My Heart -The Great Pet Sale -Real Superheroes 	<ul style="list-style-type: none"> -The Black Book of Colours -Wow said the Owl -The Colour of Happy -The Light in the Night -Luna Loves Art -Jesus' Christmas Party -Little Robin Red Vest 	<ul style="list-style-type: none"> -Thank you for the Little things -The Three Little Pigs -The True Story of the Three Little Pigs -Goldy Luck and the Three Panda's -Little Red Riding Hood -Little Red Reading Hood -Cooked up Fairy Tales 	<ul style="list-style-type: none"> -The Little Gardener -Above and Below -Ocean Anatomy -We all went on Safari -The Terrible Greedy Fossifoo 	<ul style="list-style-type: none"> -Look inside your body -How do animals move? -Stanley's Stick -Things That Go -Little Echo -Studying Sound 	<ul style="list-style-type: none"> -Stardust -How Big was a Dinosaur? -The First Drawing -The Roots of my Family Tree -The Wonder -Lost in the Toy Museum -Incredible You
Key Concepts	Myself/Me Family Home Feelings Pets Community	Senses Colour Emotions Light and Dark Celebration Friendship	Traditional Modern Fairy Tale Morals	Conservation Growth Habitat Environment Protection	Movement Forces Light Sound	Creation History Family Inventions Legacy
CL - Listening, Attention & Understanding CL - Speaking	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, the Foundation Stage Team will</p>					



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	<p>build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from the adults, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>PSED Self-Regulation Managing Self Building Relationships</p>	<p>Jigsaw - Being Me in My World Who...Me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities</p>	<p>Jigsaw - Celebrating Difference What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing up for Yourself</p>	<p>Jigsaw - Dreams and Goals Challenge Never Giving Up Setting Goal Obstacles and Support Flight to the Future Footprint Awards</p>	<p>Jigsaw - Healthy Me Everybody's Body We like to Move it, Move it! Food, Glorious Food Sweet Dreams Keeping Clean Stranger Danger</p>	<p>Jigsaw - Relationships My Family and Me! Make Friends, Make Friends... Falling out and Bullying Being the Best Friends we can be</p>	<p>Jigsaw - Changing Me My Body Respecting My Body Growing Up Fun and Fears Celebration</p>
<p>PD - Gross Motor Skills PD - Fine Motor Skills</p>	<p>Get Set 4 P.E. Introduction to PE - Unit 2 Squiggle whilst you Wiggle/Pen Pals</p>	<p>Get Set 4 P.E. Fundamentals - Unit 2 Pen Pals linked to Success for All Phonics Balanceability</p>	<p>Get Set 4 P.E. Games - Unit 2 Gymnastics - Unit 2 Pen Pals linked to Success for All Phonics Balanceability</p>	<p>Get Set 4 P.E. Ball Skills - Unit 2 Dance - Unit 2 Pen Pals linked to Success for All Phonics Balanceability</p>	<p>Get Set 4 P.E. Games - Unit 2 Gymnastics - Unit 2 Pen Pals linked to Success for All Phonics Balanceability</p>	<p>Get Set 4 P.E. Ball Skills - Unit 2 Dance - Unit 2 Pen Pals linked to Success for All Phonics Balanceability</p>
<p>L - Comprehension L - Word Reading L - Writing</p>	<p>Success for All Phonics Message Centre-Symbols Tales Toolkit Dialogic Reading - PEER</p>	<p>Success for All Phonics Message Centre-Codes Tales Toolkit Dialogic Reading - PEER</p>	<p>Success for All Phonics Message Centre-Writing messages Tales Toolkit Dialogic Reading - PEER</p>	<p>Success for All Phonics Message Centre-Writing messages Tales Toolkit Dialogic Reading - PEER</p>	<p>Success for All Phonics Message Centre-Writing Sentences Tales Toolkit Dialogic Reading - PEER</p>	<p>Success for All Phonics Message Centre-Writing for a range of purposes Tales Toolkit Dialogic Reading - PEER</p>



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<p>M - Number M - Numerical Patterns</p>	<p>Early mathematical experiences through songs, rhymes and daily counting opportunities Subitise 3 objects Recite numbers to 5 and beyond</p>	<p>Subitise 3 and 4 objects Begin to conceptually subitise smaller numbers in 3 and 4 Recite numbers 1-10 Recognise and order numbers 1-5 Separate a group of three or four objects in different ways, and recognise the total is still the same</p>	<p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Recite numbers 1-10 and 10 to 0 Recognise and order numbers 1-10 Count out 10 objects from a larger group Link the number symbol with the cardinal number value Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 (4+1/5-1/3-1/2+1)</p>	<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number Link the number symbol with the cardinal number value Understand the 'one more than/one less than' principal to 10 +/- within 5 (2+3/4-1/5-3)</p>	<p>Explore the composition and decomposition of numbers to 5 Verbally count forwards and backwards to 20 Begins to explore and work out mathematical problems +/- 1 within 10 (4+1, 9-1, 7+1)</p>	<p>Recall number bonds up to 5 Explore composition of numbers to 10 including double facts Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 - recognising greater/less than/same Explore evens and odds, double facts and distributing quantities equally</p>
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<p>Understanding the World Past and Present</p> <p>UW- People, Culture and Communities</p> <p>UW-The Natural World</p>	<p>Where do we belong? Families School/Local Community Seasons Seasonal Changes Celebrations- Birthdays/Harvest</p>	<p>Which times are special and why? Light/Dark Shadows Seasons Seasonal Changes Celebrations- Remembrance Day/Bonfire Night/Diwali/Hanukah/Christmas</p>	<p>Which stories are special and why? Traditional stories from a range of cultures Seasons Seasonal Changes Celebrations Chinese New Year/Shrove Tuesday/Lent</p>	<p>Which people are special and why? Growing and Changing Environment Conservation Seasons Seasonal Changes Celebrations Mother's Day/Holi Easter/Ramadan</p>	<p>Where do we belong? Maps Journeys Bodies Forces Light Sound Seasons Seasonal Changes Celebrations Eid</p>	<p>Which places are special and why? Comparing people, places and objects from the past to the present Seasons Seasonal Changes Celebrations Father's Day</p>
<p>EAD - Creating with Materials</p> <p>EAD - Being Imaginative & Expressive</p> <p>Musician/Artist</p>	<p>Drawings Self-Portraits Artist Paul Klee Composers and Music from the Baroque Era</p>	<p>Paint-Mixing primary colours to make a secondary colour Artist Romero Britto Composers and Music from the Classical Era</p>	<p>Exploring using paint to create different effects Artist Claude Monet Composers and Music from the Romantic Era</p>	<p>Observational representations of nature Artist Margaret Preston Composers and Music Jazz/Swing</p>	<p>Sculpting Artist Alberto Giacometti Composers and Music Rock 'n' Roll</p>	<p>Printing Artist Karen Lederer Composers and Music Synth Pop</p>
<p>Visit/Visitor</p>	<p>Real life heroes Dental Health Nurse</p>	<p>Live story performance Hearing stories in different languages</p>	<p>Visits within local community</p>	<p>Nest in the Woods</p>	<p>Ride on different forms of transport</p>	<p>Church-Saint Cuthbert's</p>
<p>Parental Engagement</p>	<p>Transition Visits Early reading workshop</p>	<p>World Nursery Rhyme Week Christmas Performance</p>	<p>Early maths workshop</p>	<p>Outdoor Nurture and Well-Being</p>	<p>DEAR</p>	<p>Participating in Mud Day</p>