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| Springfield Primary Academy | **Springfield Primary Academy** | **Long Term Plan** | **Foundation Stage 2** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Whole school values** | We **care** about our friends. We use kind words and listen to the ideas of others.Talk about our feelingsWe care about our classroom and look after the toys, books and equipment. | We **care** about the woodland animals. Make a bird feeder and tidy woodland area. |  | We **collaborate**, through sharing ideas and resources to make a group junk model vehicle. | We **care** about growing plants and mini beasts. Grow a selection of fruit and vegetables and take responsibility to care for them. Create a bug hotel for the mini beasts in our garden to live in. |  |
| **Main Theme** | **Marvellous Me!** | **Autumn Days/ Celebrations/ Season Autumn** | **Lets Get To Work! / Chinese New Year/ Season Winter/ Pancake Day / Valentines Day** | **Let’s Get Moving****Pancake Day/Mother’s Day/ Season Spring /Easter** | **How Does Your Garden Grow?** | **At the Farm / Season Summer** |
| **Focus Texts** | \*The Colour Monster\*Hair Love\*Little Red Riding Hood\*Mini Monsters Can I Play?\*Mini Monsters Can I Be The Best?\*We’re Going to a Birthday Party\*The Mixed Up Chameleon\*Harry and the Dinosaurs Go To School\* First Day At Bug School\*How Do You Make A Rainbow?\*Dear Zoo\* Our Very Own Dog | \*Owl Babies\*The Gruffalo\*We’re Going on a Bear Hunt \*Hello Autumn\*The Leaf Thief\*We’re Going On A Sleigh Ride\*Dear Santa\*What The Ladybird Heard at Christmas\*Funny Bones\*Room on a Broom\* We’re Going On A Ghost Hunt\* First Day At Skeleton School. | \*Dinosaur Dig\*Three Little Pigs\*Hello Winter\*Kippers Snowy Day\*Lanterns and Fire Crackers\*Paddington Post\*The Runaway Pancake | \*The Train Ride\*The Naughty Bus\*Down By the Station\*Dinosaur Rocket\*The Smeds and the Smoos\*Emma Jane’s Aeroplane\*The Little Red Train\*We’re Going on a Treasure Hunt\*We’re going on an Easter Hunt\*The Runaway Pancake\*Hello Spring\*Kippers Rainy Day | \*Jasper’s Beanstalk\*Jack and the beanstalk\*Enormous Turnip\*Super Worm \*The Very Busy Spider\*Yucky Worm\*The Hungry Caterpillar\*Mad About Minibeasts\*Petal and Nettle and the Big Birthday Surprise | \*The Little Red Hen\*Three Billy Goats Gruff\*Rosie’s Walk\*The Ugly Duckling\*Hello Summer\*Kippers Sunny Day\*Oliver’s Vegetables\*Squash and a Squeeze |
| **Nursery Rhymes** | \*Head, Shoulders, Knees and Toes.\*One Finger, One Thumb Keep Moving.\*Hokey Cokey.\*Happy Birthday To You | \*Dingle Dangle Scarecrow\* 5 Little Fireworks\*Scarecrow Scarecrow turn around\* 5 Little Leaves\* Christmas Songs | \*London Bridge\*This is the way we build the house\*Snowflake Snowflake touch the ground | \*The Wheels on the Bus\*Row, Row, Row Your Boat\*Zoom, Zoom, Zoom, we’re going to the Moon.\*1 little, 2 little, 3 little aeroplanes\*I’m a Spring Chicken | \*Round and Round the Garden.\*Incey Wincey Spider\*It’s Raining, It’s Pouring\*Marry, Mary. | \*The sun has got his hat on.\*Old MacDonald Had a Farm\*Baa, Baa, Black Sheep\*The Farmers in his Den.\*This little piggy |
| **Wow Moments****Visits and Visitors** | \*Pets visits\* Grandparents in for a cookie, stay and play. | \* Christmas Performance\*Remembrance Day\* Tidy up the woodland area | \*School Nurse | \* World Book Day | \* Planting fruit and vegetables | \*Farm Visit\*Caterpillars\*Sports Day |
| **Communi-cation and Language** | **Marvellous Me!** | **Autumn Days** | **Jobs** | **Let’s Get Moving** | **How Does Your Garden Grow?** | **At the Farm** |
| **Listening, Attention and Understanding** * Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
* Listen to other people’s talk with interest, but can easily be distracted by other things.
* Listen to simple stories and understand what is happening, with the help of pictures.
* Understand simple questions about who, what and where.

**Speaking*** Start to say how they are feeling, using words as well as actions.
* Start to develop conversations, often jumping from topic to topic.
* Develop pretend play.
 | **Listening, Attention and Understanding** * Enjoy listening to longer stories and can remember much of what happens.
* Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

**Speaking*** Develop their communication, but may continue to have problems with irregular tenses and plurals.
* Develop their pronunciation but may have a problem saying some sounds.
* Sing a large repertoire of songs.
* Use talk to organise themselves and their play.
* Start a conversation with an adult or a friend and continue it for many turns.
* Understand a question or instruction with two parts.
 | **Listening, Attention and Understanding** * Pay attention to one than more things at a time which can be difficult.
* Enjoy listening to longer stories and can remember much of what happens.

**Speaking** * Use a wider range of vocabulary.
* Use longer sentences of four to six words.
* Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Use talk to organise themselves and their play.
* Be able to express a point of view and to debate when they disagree with an adult or a friend.
* Understand why questions.
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| **Personal, Social & Emotional Develop-ment** | **Marvellous Me!** | **Autumn Days** | **Jobs** | **Let’s Get Moving** | **How Does Your Garden Grow?** | **At the Farm** |
| **Self-Regulation*** Begin to show effortful control. For example, waiting for a turn.
* Be increasingly able to talk about and manage their emotions.

**Managing Self*** Learn to use the toilet with help.
* Find ways of managing transitions.
* Growing in independence.

**Building relationships*** Develop friendships with other children.
* Notice and ask questions about differences, such as skin colour, types of hair, and so on.
 | **Self-Regulation*** Talk about their feelings using words like happy, Sad, angry or worried.
* Talk with others to solve conflicts.

**Managing Self*** Learn to use the toilet with help, and then independently.
* Select and use activities and resources, with help when needed.
* Increasingly follow rules, understanding why they are important.

**Building Relationships** * Play with one or more other children, extending and elaborating play ideas.
* Become more outgoing with unfamiliar people, in the safe context of their setting.
 | **Self-Regulation*** Develop appropriate ways of being assertive.
* Understand gradually how others might be feeling.
* Find solutions to conflicts and rivalries.
* Talk about their feeling in more elaborated ways. E.g I am happy because …

**Managing Self*** Remember rules without needing an adult to remind them.
* Make healthy choices about food and drink.
* Be increasingly independent in meeting their own care needs.
* Select and use activities and resources
* Develop their sense of responsibility and membership of a community.

**Building relationships*** Play with one or more other children, extending and elaborating play ideas.
* Show more confidence in new social situations.
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| **Physical Develop-ment** | **Gross Motor Skills*** Enjoy starting to kick, throw and catch balls.
* Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

**Fine motor skills*** Start eating independently and learning how to use a knife and fork.
* Develop manipulation and control.
* Explore different materials and tools.
* Use large and small motor skills to do things independently, for example manage buttons and zips.
 | **Gross Motor Skills*** Use large-muscle movements to wave flags, streamers, paint and make marks.
* Continue to develop their movement, balancing, riding and balls skills.
* Go up steps and stairs, and climb up apparatus, using alternative feet.
* Match their developing physical skills to tasks and activities in the setting.
* Choose the right resources to carry out their plan.

**Fine Motor Skills** * Be increasingly independent as they get dressed and undressed.
* Use one-handed tools and equipment.
* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand.
 | **Gross Motor Skills*** Start taking part in some group activities which they make up for themselves, or in teams.
* Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Collaborate with others to manage large items such a moving a long plank.
* Go up steps and stairs, or climb up apparatus, using alternate feet.

**Fine Motor Skills** * Be increasingly independent as they put on coats and do up zips.
* Use one-handed tools and equipment.
* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand.
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| **Understanding the World** | **Past and Present*** Make connections between the features of their family and other families.
* Begin to make sense of their own life story and family’s history.

**People, Culture and Communities*** Notice differences between people.
* Explore how things work.

**The Natural World*** Explore materials with different properties.
* Explore natural materials, indoors and outdoors.
* Explore and respond to different natural phenomena in their setting and on trips.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Explore collections of materials with similar and/or different properties.
* Use all their senses in hands-on exploration of natural materials.
 | **Past and Present*** Show interest in different occupations.
* Begin to make sense of their own life story and family’s history.

**People, Culture and Communities*** Notice differences between people.
* Explore how things work.
* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

**The Natural World*** Talk about what they see using a wide vocabulary.
* Explore and talk about different forces they can feel.
* Talk about the differences between materials and the changes they notice.
 | **Past and Present*** Begin to make sense of their own life story and family’s history.

**People, Culture and Communities*** Continue developing positive attitudes about the differences between people.
* Explore how things work.

**The Natural World*** Explore how things work.
* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Talk about what they see using a wide vocabulary.
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| **Expressive Arts and Design** | **Creating with Materials*** Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
* Make simple models which express their ideas.
* Join different materials and explore different textures.

**Being Imaginative and Expressive*** Enjoy and take part in action songs, such as ‘Twinkle Little Star’
* Start to develop pretend play.
* Explore a range of soundmakers and instruments and play them in different ways.
 | **Creating with Materials*** Explore different materials freely, to develop their ideas about how to use them and what to make.
* Join different materials and explore different textures.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Explore colour mixing.

**Being Imaginative and Expressive*** Take part in simple pretend play.
* Listen with increased attention to sounds.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person.
 | **Creating with Materials*** Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
* Explore colour mixing.

**Being Imaginative and Expressive*** Begin to develop complex stories using small world equipment.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits.
* Respond to what they have heard, expressing their thoughts and feelings.
* Sing the melodic shape of familiar songs.
* Create their own songs, or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.
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| **Mathematics** | **Number*** Take part in finger rhymes with numbers.

**Numerical Patterns*** Compare amounts, saying ‘lots’, ‘more’ or ‘same’
* Complete inset puzzles.
* Compare sizes, weights etc using language – ‘bigger/little/smaller’
* Notice patterns and arrange things in patterns.
* Talk about and identifies the patterns around them
 | **Number*** Develop fast recognition of up to 3 objects, without having to count.
* Show finger numbers up to 5
* Recite numbers past 5.
* Experiment with their own symbols and marks as well as numerals.

**Numerical Patterns*** Compare quantities using language ‘more than’, ‘fewer than’
* Talk about and recognise 2D and 3D shapes.
* Make comparisons between objects relating to size, length, weight and capacity.
* Select shapes appropriately, flat surface for building, a triangular prism for a roof.
* Combine shapes to make new ones.
 | **Number*** Say one number for each item in order 1,2,3,4,5.
* Know that the last number reached when counting a small set of objects tells you how many there are in total.
* Link numerals and amounts.
* Solve real world mathematical problems with numbers up to 5.

**Numerical Patterns*** Understand positional language through words alone.
* Describe a familiar route.
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
* Extend and crete ABABA patterns.
* Notice and correct and error in a repeating pattern.
* Begin to describe a sequence of events, real or fictional using words such as ‘first’, ‘then’.
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|  | **Mathematics is also supported by The White Rose Maths programme.** |
| **Literacy** | **Comprehension*** Ask questions about the book. Makes comments and shares their own ideas.

**Word Reading*** Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

**Writing*** Enjoy drawing freely.
* Add some marks to their drawings, which they give meaning to. For example “That’s says mummy”
* Make marks on their picture to stand for their name.
 | **Comprehension*** Understand the five key concepts print:

- print has meaning- print can have different purposes.- we read from left to right- the names of the different parts of a book- page sequencing* Engage in extended conversations about stories, learning new vocabulary

**Word Reading*** Develop their phonological awareness so they can:

-spot and suggest rhymes-count or clap syllables in a word-recognise words with the same initial sound, such as money and mother**Writing*** Use some of their print and letter knowledge in their early writing.
 | **Comprehension*** Engage in extended conversations about stories, learning new vocabulary.

**Word Reading*** Develop their phonological awareness so they can:

-spot and suggest rhymes-count or clap syllables in a word-recognise words with the same initial sound, such as money and mother**Writing*** Write some or all of their name.
* Write some letters accurately.
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