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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 feelings  We 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. | | |
| **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. | | |
| **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. | | |
| **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. | | |
| **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. | | |
| **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’. | | |
|  | **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. | | |