

	Springfield Primary Academy		Long Term Plan		Foundation Stage 2	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school values	Care		Collaboration		Challenge	
Main Theme	My World	Seasons & Celebrations	Wonderful Weather	We are Heroes	Terrific Tales	Watch it Grow!
Focus Texts	Families, Families, Families. I Love Me! Martha Maps It Out Oh No George!	Room on The Broom Stick Man The Scarecrow's Wedding	When it Rains by Rassi Narika The Snowman by Raymond Briggs Can A Penguin Ride a Bike?	Supertato! George Saves the World by Lunchtime. Great Women Who Saved The Planet (Isatou Ceesay) Real Life Heroes	Handa's Surprise Anna Hibiscus Song The Three Little Pigs Goldilocks and the Three Bears	The Very Hungry Caterpillar The Tiny Seed Oliver's Fruit Salad
Additional texts	Superhero Dad My Mum is Fantastic. Two Homes My First Body Book The Same but Different	The Best Diwali Ever!	Kipper's Weather After The Storm Lanterns and Firecrackers- A Chinese New Year Story The Great Race	Emergency!	The Leopard's Drum The Gingerbread Man Lila and the Secret of The Rain	From Seed to Sunflower
Wow Moments Visits and Visitors	Visit from the school nurse/dental nurse. Grandparents stay and play.	Room on The Broom Day Bonfire Night craft day Remembrance Day Christmas performance Road Safety World Nursery Rhyme week	Chinese New Year Internet Safety Day Pancake Day	Easter Local church visit Litter pick local area Emergency services visitors Local Authority recycling officer visitor World Book Day	Library Visit	Farm Visit Insect Lore Caterpillars Class Assembly

Communication and Language	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts. Understand 'why' questions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Understand how to listen carefully and why listening is important. <u>Speaking</u> <ul style="list-style-type: none"> Learn new vocabulary and use new vocabulary through the day. Describe events in some detail. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Develop social phrases. Engage in non-fiction books. 		<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>Speaking</u> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen 		<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> 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. <u>Speaking</u> <ul style="list-style-type: none"> 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. 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. 	
Personal, Social & Emotional Development	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	<u>Self-Regulation</u> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. <u>Managing Self</u> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing <u>Building relationships</u> <ul style="list-style-type: none"> Build constructive and respectful relationships. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. 		<u>Self-Regulation</u> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. <u>Managing Self</u> <ul style="list-style-type: none"> Remember rules without needing an adult to remind them. Show resilience and perseverance in the face of challenge. Manage their own personal hygiene needs including hand washing and toileting. <u>Building Relationships</u> <ul style="list-style-type: none"> Think about the perspectives of others. Find solutions to conflicts and rivalries. 		<u>Self-Regulation</u> <ul style="list-style-type: none"> 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. <u>Managing Self</u> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and 	

			<p>understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Physical Development	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes <p><u>Fine motor skills</u></p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired including rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Science	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key themes		Key themes		Key themes	
	Senses Parts of the body Oral Hygiene	Seasons- Autumn	Seasons- Winter Weather Changing state Animals	Seasons- Spring Healthy Eating	Materials Seasons- Summer	Lifecycles Plants Animals
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	<p>We have 5 senses. You taste with your tongue. You smell with your nose. You see with your eyes. You hear with your ears. You touch with your hands. We must look after our teeth. Our bodies are made of different parts People start as a baby, they grow to a child, adult and then an old person. Milk and water are the best drinks for our teeth. Signs of Autumn.</p>		<p>Signs of Winter Ice melts when it gets warm. Water can be turned into ice when it is frozen. Other things can be melted like chocolate, cheese, butter and wax. Types of weather. Animals move in different ways. Animals can live in different homes. Animals have different body parts. Animals move in different ways. Some materials are waterproof.</p>		<p>Some materials are strong and some are not. Plants grow from a seed. Plants need water, light and soil to grow. Some plants can be eaten and some cannot. Name some fruits that grow in the UK and some that do not grow in the UK. Name some African animals. Animals can live in different homes. Animals have different body parts. Animals move in different ways. A life cycle tells us how plants and animals grow. A baby chicken is called a chick.</p>	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
<p>I can talk about what the Autumn looks like within the natural environment. (Autumn walk) I can describe what I can see and hear inside and outside. I can describe the textures of different materials I can talk about healthy food and drink choices for our teeth. I can ask questions about how to stay healthy. I can name some body parts</p>		<p>I can give reasons why I like or dislike different weathers e.g. the rain and sun. I can ask questions about melting and freezing. I can investigate ways to speed up the melting process. I can answer questions about my investigation. Explore the weather using equipment. I can tell you facts about king penguins.</p>		<p>I can explain why some fruits do not grow in the UK. I can explain how the African Savannah is different to the place where we live. I can make a prediction. I can name materials that are good for building houses because of they are strong and/or waterproof. I can identify some African animals</p>		
History	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key themes		Key themes		Key themes	
	Past and Present	Significant Events from the Past		Significant People from the Past	Past and Present	Past and Present
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	<p>Remembrance Day is a day to remember all the soldiers who fought in any conflict and who still fight today for our country. On this day we wear poppies and hold a two minutes silence to remember them. We celebrate Bonfire Night because of Guy Fawkes who is a person from the Past.</p>		<p>Mary Secole is a hero from the past. She was a nurse from Jamaica who helped injured soldiers to get better.</p>		<p>In the past, homes were different to how they are now. Homes did not have electricity in the past. Technology in our homes has changed over time.</p>	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
<p>I can talk about Remembrance Day rituals. I can talk about my own experiences of Bonfire night.</p>		<p>I can think about what kind of person Mary Secole was and think of words to describe her.</p>		<p>I can talk about my house and the appliances inside it. I can identify technology in the home from the past and present.</p>		

Geography	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	People, places and community		People, places and community		People, places and community	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	I live in Grimsby which is a town. I live in England which is a country. We go to Springfield Primary Academy. I know people and places in our school community. A map is a drawing of a place. A map helps people find their way to places or around a place.		The natural world around us changes throughout the year. We have seasonal weather in the United Kingdom. Plastic is harmful to the environment. Some places in our community are special. We must take care of our local area. We can reduce waste by recycling and re using. A map is a drawing of a place		Africa is hotter than the UK because it is closer to the equator. Africa is far away from the UK on the world map. Weather in Africa is different to the UK. In the Summer, it gets warmer in the UK. Some fruits are grown in England and some are not. Some fruits have a long journey to England.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can describe my school environment. I can identify the name of my school and the name of my home town. I can find the UK on the world map. I can name some places in my local area, for example, the shops, the library, the rugby club etc... I can draw maps of my community.		I can talk about the different weather in the UK. I can explain some of the damage inflicted by storms. I can take part in a litter pick in our school grounds and give reasons why littering is bad for the environment. I can talk about ways to reduce waste. I can draw a map of a story setting.		I can name fruits that grow in the UK. I can name a fruit that grows in Africa. I can explain some differences between Africa and the UK e.g. produce, indigenous animals, weather, landscape etc...	
R.E	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	What Makes People Special?	What Is Christmas?	How Do People Celebrate?	What is Easter?	What Can We Learn from Stories?	What Makes Places Special?
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	I know my family and friends are special. I know what a role model is. I know who Jesus is. I know what rules are. I know what giving means I know about saying 'thank you' I know what happens in the Christmas Story I know Diwali is celebrated by Hindus.		I know what a new year's resolution is I know The Chinese New Year story I know how Nowruz is celebrated I know how Holi is celebrated I know how Easter is celebrated.		I know that different stories are told in different countries around the world. We can learn from stories. Homes are different around the world Churches, Mosques and Synagogues are special places to members of our community.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can say why my family are special to me. I can say why all my friends are special to me. I can say what makes a good role model. I can say why Jesus is special to Christians. I can follow rules and say why they are important I can talk about how Diwali is celebrated.		I can say what I would like to achieve this year I can retell and explain the Chinese New Year story I can explain some of the traditions during Nowruz I can explain how Hindus celebrate Holi I can talk about the Easter story I can talk about how Easter is celebrated. I can name signs of Spring		I can retell a story from another culture, country or religion. I can discuss the moral messages in stories. I can name special places.	

D.T	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	Structures		Food Technology		textiles	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	<p>A plan is a drawing of what we're going to make. Models and small worlds can be made from blocks, boxes, etc... If things go wrong, I can change my plans.</p>		<p>We use tools to chop, mix, stir, slice and peel. Tools must be used safely. A recipe tells us how to make something we eat. Evaluation is saying if it went well or not.</p>		<p>Research is looking at what somebody else has made and saying what we can use to help us. A plan is a drawing of what we're going to make. Materials can be joined using glue, tape or staples. If things go wrong, I can change my plans. A puppet is a movable toy. Scissors can be used to cut fabric and paper. Evaluation is saying if it went well or not. I can make a structure stronger by adding more material or adhesive.</p>	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
<p>I can use construction materials to build places in my community. e.g. church, doctor's surgery, supermarket. I can improve my work. I can join materials to make Christmas crafts. I share my creations and talk about how I made it.</p>		<p>I can use knives, spoons, whisks safely to make pancakes. I can peel, chop and slice fruit to make fruit kebabs. I can chop, sprinkle and stir to make bananas in coconut milk for Lunar New Year. I can talk about how something is made. I can say what I like about my work and what I would like to improve.</p>		<p>I can design my farm animal puppet. I can talk about how something is made. I can choose the materials, colours and features I want to create my own puppet. I can improve my work. I can say what I like about my work and what I would like to improve.</p>		
Music	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	Listening and responding, Performing and Composing		Listening and responding, Performing and Composing		Listening and responding, Performing and Composing	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	<p>My voice and body can be used to make sounds. I can make loud sounds and quiet sounds using my voice. I can make high sounds and low sounds. A song has a beat. I know that performing can entertain others. Songs have lyrics.</p>		<p>Not everyone enjoys the same music. Instruments can be used to make known environmental sounds- e.g. the weather. A song has a beat</p>		<p>My voice and body can be used to make sounds. I can make loud sounds and quiet sounds using my voice. I can make high sounds and low sounds. The beat of a song can be fast, slow or change speed. I know that performing can entertain others. Notes can be high, low and medium (pitch)</p>	
	Declarative Knowledge		Declarative Knowledge		Declarative Knowledge	
<p>I can remember and sing entire songs including counting songs and rhymes. I can listen to sounds and songs. I can create my own songs, or improvise a song around one I know. I can perform songs in the Christmas concert.</p>		<p>I can engage in music making and dance performing solo and in groups. I can use instruments and body percussion to make sounds. I can pitch match. I can listen to and talk about music, expressing my feelings.</p>		<p>I can remember and sing entire songs including counting songs and rhymes. I can listen to sounds and songs. I can create my own songs, or improvise a song around one I know. I can perform songs in the class assembly.</p>		

Art	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow	
	Key Themes		Key Themes		Key Themes		
	Portraits		Still life		Sculpture	Mixed Media	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge		
	<p>Frieda Kahlo is a famous Artist who created self-portraits and portraits.</p> <p>A self-portrait is a drawing or painting of yourself. A portrait is a drawing or painting of another person.</p> <p>Shapes can be used to represent facial features and add detail.</p> <p>Black paint can be added to a colour to make it darker.</p> <p>White paint can be added to a colour to make it lighter.</p>		<p>Lines can be used to create different shapes.</p> <p>Different sized paint brushes can be used to make different strokes.</p> <p>Adding white to a colour makes it lighter.</p> <p>Adding more water/paint will change the hue of a colour.</p>		<p>Clay can be changed using hands and tools by pushing, pulling, squeezing, rolling, stretching and cutting.</p> <p>Different materials can be combined.</p>		
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge		
	<p>I can hold a pencil with increasing control</p> <p>I can hold a pencil using a tripod grip to draw my family.</p> <p>I can draw a detailed drawing using straight and curved lines that represent shapes and objects.</p> <p>I can hold a paint brush with increasing control to create a portrait.</p> <p>I can name the primary colours – blue, red and yellow.</p> <p>I can name the secondary colours – green, orange and purple.</p>		<p>I can use water colour paints and a paintbrush to create spring flower art.</p> <p>I can mix colours to change their vibrancy and hue.</p> <p>I can experiment with colour by adding more water/paint.</p>		<p>I can talk about my piece of artwork and give reasons for my choices.</p> <p>I can talk about my creations and explain the process I have used.</p> <p>I can begin to make suggestions of how to improve my own work.</p> <p>I can use mixed media to create sunflower art work inspired by Eric Carle.</p> <p>I can make a piece of fruit from clay.</p>		