



2425 Long Term Overview
Year FS2

	1A	1B	2A	2B	3A	3B
ILP Theme	How does your garden grow?	Splash of colour	Once upon a time	African Safari	Food, Glorious Food!	Dinosaur discovery
Communication and Language	<p>Ongoing communication and language</p> <ul style="list-style-type: none"> -Key worker times- special person teddy that goes home (Ladybird and Bee) -Class story of the week with a daily skills focus --Role play setting- changed half termly -Assembly time to develop listening and reflection. -Reading area in the indoor and outdoor area that can be accessed throughout the day. -Word of the week to teach new vocabulary. -Guided reading - adult reading session and independent/group activities - half termly home/ school links- discussing activities from holiday and half term breaks. - half termly mind mapping of activities the children want to learn about each new topic- links to parents input from home learning. 					
Listening, attention and understanding	Maintains attention, concentrates and sits quietly during appropriate activity	Is able to respond to stories (without props/pictures), with relevant comments	Uses language to imagine and recreate roles and experiences in play situations	Listens and responds to ideas expressed by others in conversation or discussion.	<p>ELG-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG-They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>ELG-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG-Express their ideas and feelings about their experiences using full sentences, including accurate past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	
Speaking	<p>Introduces a storyline or narrative into their play by linking statements and sticking to a main theme or intention</p> <p>Understands emotions of others and begins to respond appropriately</p> <p>Understands 'how' questions.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events and anticipate what might happen next, recall and relive past experiences.</p> <p>Understand words that describe sequences such as "first we are going to the shop, next we will play in the park"</p>	<p>Understands humour, e.g. nonsense rhymes, jokes</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means</p> <p>Uses talk to help work out problems and organise thinking and</p>		

			formed sentences and connect one idea or action to another using a range of connectives.	activities, and to explain how things work and why they might happen. Understands 'why' questions.		
Physical Development-Skills Gross motor Fine Motor	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>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.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style e.g. beginning to form letters automatically, draw with increasing accuracy Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Revise and refine the fundamental movement skills they have already acquired such as; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>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>	<p>ELG-Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>ELG- Demonstrate strength, balance and coordination when playing;</p> <p>ELG-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>ELG-Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>ELG-Begin to show accuracy and care when drawing.</p>			
Physical Development -PE focus	Multiskills (Fundamentals of Movement)	Ball skills/Team Games (Fundamental Movement Skills)	Dance Link to ILP	Gymnastics	OAA	Athletics Sports Day Practice

Physical development - ongoing	<p>Managing personal needs – taking off and putting on own coat, using zips and buttons, looking after own belongings, making choices at snack times and lunch times routines, toileting and handwashing.</p> <p>Ongoing- Access to outdoor equipment. Pencil grip and control. Using a range of tools. Using the stairs to access the PE area.</p>					
Personal, Social and Emotional Development	<p>SCARF - Me and My Relationships</p> <ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings (1) • My feelings (2) <p>Health and well being focus (link to PD)- Importance of washing hands correctly</p> <p>EYFS curriculum focus: New class and school routines -Class and school rules- dojo, certificates and positive rewards -Emotions -Class and group discussion - listening to others -How can we show we are sorry or comfort - recognising others feelings -How to communicate /articulate needs</p>	<p>SCARF - Valuing Difference</p> <ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • Kind and caring <p>Health and well being focus (link to PD)- Importance of physical activity and having a good sleep routine.</p> <p>EYFS curriculum focus: New class and school routines -Class and school rules- dojo, certificates and positive rewards -Families and special people- good relationships-being respectful of different family situations/ structures</p>	<p>SCARF - Keeping Myself Safe</p> <ul style="list-style-type: none"> • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe <p>Health and well being focus (link to PD)- Importance of PE to be healthy and regular physical activity. Importance of sensible amounts of screen time- link to internet safety day. Importance of being a safe pedestrian.</p> <p>EYFS curriculum focus: -Class and school routines and rules- dojo, certificates and positive rewards</p>	<p>SCARF - Rights and Responsibilities</p> <ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money: recognising, spending, using • Looking after money: saving money and keeping it safe <p>Health and well being focus (link to PD)- Importance of healthy eating. Importance of PE to be healthy and regular physical activity.</p> <p>EYFS curriculum focus: -Class and school routines and rules- dojo, certificates and positive rewards</p>	<p>SCARF - Being my Best</p> <ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating (1) • Healthy eating (2) • Move your body • A good night's sleep <p>Health and well being focus (link to PD)- Importance of healthy eating and brushing your teeth. Importance of PE to be healthy and regular physical activity.</p> <p>EYFS curriculum focus: -Class and school routines and rules- dojo, certificates and positive rewards (understanding why we have rules and making positive behaviour choices)</p>	<p>SCARF - Growing and Changing</p> <ul style="list-style-type: none"> • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys <p>Health and well being focus (link to PD)- Importance of PE to be healthy and regular physical activity.</p> <p>EYFS curriculum focus: -Class and school routines and rules- dojo, certificates and positive rewards (understanding why we have rules and making positive behaviour choices) -Learning about different religions and faiths in RE and being respectful of differences and similarities.</p>

	wants and interests to friends and adults	<ul style="list-style-type: none"> -Answering and asking questions to find out more -Finding out what we are good at and trying new activities independently -Learning about different religions and faiths in RE and being respectful of differences and similarities. 	<ul style="list-style-type: none"> -Learning about different religions and faiths in RE and being respectful of differences and similarities. - How to negotiate in turn taking, play and solving disagreements -Talking about hobbies and interests and respecting different peoples interests. - How can we show /share simple feelings appropriately 	<ul style="list-style-type: none"> -Learning about different religions and faiths in RE and being respectful of differences and similarities. - Independent negotiating in turn taking, play and solving disagreements - How can we show /share simple feelings appropriately -Reviewing and evaluating new activities- talking about what we find hard and how we can improve (developing resilience and perseverance) 	<ul style="list-style-type: none"> -Learning about different religions and faiths in RE and being respectful of differences and similarities. - learning how to set own goals and then work towards achieving them -understanding and sharing feelings -showing sensitivity to own and others needs -understanding healthy food choices - being independent with own personal and hygiene care 	<ul style="list-style-type: none"> - learning how to set own goals and then work towards achieving them -understanding and sharing feelings -showing sensitivity to own and others needs -understanding healthy food choices - being independent with own personal and hygiene care -Transition visits and getting ready for year 1
<p>Literacy -Reading</p> <p>Comprehension</p> <p>Word reading</p>	<p>Describes main story settings, events and principal characters and is beginning to be aware of the way stories are structured</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary during their play</p> <p>Recite some songs or rhymes independently and can continues a rhyming string</p> <p>Recognises familiar words and signs</p> <p>Read all set 1 single letter sounds speedily and blend/segment using these sounds.</p> <p>Begins to read 4/5 sound words</p> <p>Recognises a few common exception words</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books and suggests how the story might end</p> <p>To use information books to share facts what they have learnt and to use the environment to retrieve facts.</p> <p>Recognise all single letter sounds and some diagraphs and can blend and segment some words with known diagraphs</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>ELG-Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary</p> <p>ELG- Anticipate – where appropriate – key events in stories</p> <p>ELG- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG- Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>ELG- Read words consistent with their phonic knowledge by sound-blending;</p> <p>ELG- Read aloud simple sentences and books that</p>			

			Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		are consistent with their phonic knowledge, including some common exception words.	
Book of the week focus Pie Corbett Reading Spine books in blue; Diversity specific books in green; Non-fiction in red Traditional Tales in purple	Little Sunflower (added by RM: link with UW and theme corner display) Shark in the Park (poetry link) The Lighthouse Keeper's Lunch??? The Enormous Turnip Plants (non-fiction) Under the ground The Gruffalo – Julia Donaldson (Corridor display 2324 Sept) The Cautious Caterpillar Story - UW link (recap the lifecycle of a caterpillar)	I love you Blue Kangaroo Elmer and the rainbow The Rainbow Fish Monsters Love colour Maisy's Rainbow dream Hats of Faith- Medeia Cohan-Petrolino How do you make a rainbow???? How to catch a rainbow	Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk Hansel and Gretel The Little Red Hen Three Billy Goats Gruff Ravi's Roar Written by Tom Percival	Anna Hibiscus Double Trouble for Anna Hibiscus Handa's Surprise – Eileen Browne Handa's Surprise – Eileen Browne Handa's Hen Giraffe's Can't Dance African Animals (non-fiction)	Sandwich Jack and the Flum Flum tree – Julia Donaldson Eat Your Greens Goldilocks Oliver's Vegetables From the Garden: A Counting Book About Growing Food Healthy Foods for My Body- (Non fiction) Six Dinner Sid – Inga Moore	Mad About Dinosaurs There's a Triceratops in the Treehouse Dinosaurs love underpants There's a T-Rex in Town Dinosaurs big and small (non Fiction) Dinosaurs (non fiction)
Poems to recite/texts to learn	Shark in the Park	I love you Blue Kangaroo		Giraffe's Can't Dance	Jack and the Flum Flum Tree – Julia Donaldson	Mad About Dinosaurs
Literacy- Writing	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Writes own name and other things such as labels, captions Can segment the sounds in simple words and blend them together		Spell words by identifying the sounds and then writing the sound with letter/s Begins to write spontaneously in play contexts e.g. writing a shopping list Write short sentences with words with known sound letter correspondence and begins to show an awareness of capital letters and full stops and begins to form lower-case and capital letters correctly		ELG- Write recognisable letters, most of which are correctly formed; ELG-Spell words by identifying sounds in them and representing the sounds with a letter or letters; ELG-Write simple phrases and sentences that can be read by others.	
Main Writing Focus	•	•	•	•	•	•
Independent Writing Focus (2 per term)	• Write their own name	• Write CVC, CVCC, CCVC words	• Write full name including surname	• Write a simple sentence using finger	• Write a sentence using a capital letter, finger spaces	• Demonstrate digraphs, trigraphs and common exception words in sentences.

	<ul style="list-style-type: none"> Write CVC words 	<ul style="list-style-type: none"> Write a short caption using CVC, CVCC 	<ul style="list-style-type: none"> Write short captions using recognisable letters. 	<ul style="list-style-type: none"> spaces and a full stop. Use new digraphs in simple sentences. 	<ul style="list-style-type: none"> and a full stop. Use common exception words in a simple sentence. 	<ul style="list-style-type: none"> Write a sentence using a capital letter, finger spaces and a full stop.
Handwriting Units	Units 1-10	Units 11-20	Units 21-30	Units 31-40	Units 41-50	Units 51-59
Spelling/ Phonics	Revisit/review/blend/segment/ CVC, CCVC, CVCC, CCVCC m a s d t i n p g o c k u b f e l h r j v y w z sh x	Specific revisit/specific review/ blend/segment/ CVC, CCVC, CVCC, CCVCC l h r j v y w z sh x th ch qu ng nk	Specific revisit/specific review/ blend/segment/ CVC, CCVC, CVCC, CCVCC v y w z sh x th ch qu ng nk ay ee igh ow oo oo	Specific revisit/specific review/ blend/segment/ CVC, CCVC, CVCC, CCVCC m a s d t i n p g o c k u b f e l h r j ay ee igh ow oo oo ar or air ir	Specific revisit/specific review/ blend/segment/ CVC, CCVC, CVCC, CCVCC Application into longer sentences m a s d t i n p g o c k u b f e l h r j ay ee igh ow oo oo ar or air ir ll ff ss ck	Specific revisit/specific review/ blend/segment/ CVC, CCVC, CVCC, CCVCC Application into longer sentences v y w z sh x th ch qu ng nk ay ee igh ow oo oo ar or air ir ll ff ss ck zz
Maths	Number	Number Measurement	Number Measurement Geometry	Number Measurement Geometry	Number / Numerical Patterns	Number/ Numerical Patterns
	<ul style="list-style-type: none"> Subitising to 3 Touch and count Show 'finger numbers' up to 5. match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more 	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise Link the number symbol Count beyond ten. Compare numbers. Select, rotate and manipulate shapes. Compose and decompose shapes. 	<ul style="list-style-type: none"> Subitise 1-4 Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. one more than/one-fewer less than develop spatial reasoning skills. Continue, copy and create 	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers Compare weight. 	<ul style="list-style-type: none"> Deep understanding of numbers to 5, including the composition of each number. Subitise up to 5. number bonds up to 5 Verbally count beyond 20 	<ul style="list-style-type: none"> Deep understanding of the composition of numbers to 10 number bonds to 10 Verbally count beyond 20, recognising the pattern of the counting system up to and beyond 20. Compare quantities -greater than, less than or

	<ul style="list-style-type: none"> • than', 'fewer than'. • Talk about and explore 2D and 3D shapes • Positional language • Routes and locations • Select shapes appropriately 	<ul style="list-style-type: none"> • Compare length. • Extend and create and correct an error in a repeating pattern. • Use informal language like 'pointy', 'spotty', 'blobs' etc. 	<ul style="list-style-type: none"> • repeating patterns. • Compare capacity. • Doubles -upto 5 • Number bonds to 5 		<ul style="list-style-type: none"> • Compare quantities up to 10 • Explore and represent patterns within numbers up to 10 	<ul style="list-style-type: none"> • the same as the other quantity. • evens and odds, double facts and how quantities can be distributed equally.
Understanding the world- Past and present	Talk about their favourite characters and recall some key events featured in previous stories. Children talk about past and present events in their own lives and in the lives of family members.		Can talk about the roles of people who work in the community and how they may differ from the past i.e. police, firefighters, nurses Explore similarities and differences between their present experiences and those that happened in the past.		Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Recall some important narratives, characters and figures from the past encountered in books read in class.	
	<p>(Family Tree) Children will know that/ know how; - to talk about their families life-story and listen to others talk about their family - share information and ask questions - there are different types of families</p>	<p>(Favourite celebrations) Children will know that/ know how; - people have different beliefs and celebrate special times in different ways.</p> <p>Explore past celebrations and traditions (Bonfire Night, Harvest)</p> <p>(Remembrance Day) -talk about how the soldiers died along time ago and we have remembrance day to remember them and celebrate their life.</p> <p>(Christmas) -Look at Christmas in the past and present. How do the toys differ? What does Santa bring them? Which toys are the same/ different than the</p>	<p>children will know that/ know how - that some things happen along time ago and some things happen now -compare things from 'long ago' to now-using real life objects e.g. type writer/computer- different phones etc.</p> <p>-People who help to keep me safe-taught through SCARF</p>	<p>(My Life and My family- Chronology) Children will know that/ know how; - people change over time-looking at the whole life of a human from a baby to old age - seasonal change - how plants and animals change over time</p>	<p>-Nurse visit to school- look at the children's height and weight - Dentist - provide a toothbrush/paste from school nurse- talk about a dentist and their role in society and how to look after their teeth(link to PD/PSHE) -to talk about how familiar things were different in the past e.g. transport, cooking</p>	<p>(Characters/figures from the past) Children will know that/ know how; - things happened before they were born -to develop a concept of things from the past and the difference to present through verbal and non-verbal activities. -understanding the difference between non-fiction(facts) and fiction (pretend-story based)</p>

		pictures and real objects shown.				
<p>Understanding the world- People, Culture and Communities</p> <p>RE Focus</p>	<p>Talk about features within their own immediate and contrasting environments using taught vocabulary; Begin to give opinions on the quality of the environment</p> <p>Explore different countries/communities in the world and talk about the differences they have experienced or seen in photos.</p>		<p>Know about similarities and differences in relation to places, objects, materials and living things; Begin to recognise some similarities and differences between life in this country and life in other countries; to explore similarities and differences between themselves and others, and those among families, communities and traditions.</p> <p>Begin to explore and draw information from simple map</p>		<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	
	<p>(Local Area)</p> <p>Children will know that/ know how; - describe their immediate environment and talk about their likes and dislikes in relation to the locality - to use vocabulary linked with the locality e.g. village, environment, natural, built</p> <p>RE Focus- Being special-where do we belong Children will know that/how to: -retell a religious story "Mark 10:13-16- The little children and Jesus' -share occasions where i feel special- e.g. birthdays -know and understand about baptism (including the important Christians signs and symbols that link) -I can compare baptism to other religions where a baby is welcomed (e.g.</p>	<p>(Woodland Walk)</p> <p>Children will know that/ know how; - to explore a woodlands within their locality - to talk about the features of a woodland - to take care of the environment -to explore the colours in nature -to do a colour walk around our woodland walk -compare woodlands in the uk to other pictures of woodlands in different countries-how are similar and different - that some woodlands have a pond -how we can stay safe when visiting a pond</p> <p>RE Focus - Why do Christians perform Nativity plays at Christmas? -talk about people who are special to me and care about me -talk about what I have</p>	<p>Children will know that/ know how - to explore similarities and differences in different cultures through their experiences/ what is read to them in class e.g. exploring different versions of traditional/cultural tales - Compare the story book settings to real settings- talking about the features and what the real setting looks like</p> <p>e.g. a city in a fairy tale/ London a wood in the story/our woods in England (use learning from last half term to build on the vocabulary and understanding)</p> <p>-People who help to keep me safe-taught through SCARF</p> <p>RE focus - Why is the word 'God' so important to Christians? Children will know that/ know how: -Talk about things that</p>	<p>Children will know that/ know how: - Different places have different types of people environments and animals -to talk about their own local community -to compare the people and culture of the people who live in Africa to the people who live in their community -Fire brigade/ police visits to FS1 and FS2 on a two year rotation</p> <p>RE Focus - Why do Christians put a cross on their Easter gardens? Children will know that/ know how: - retell the story of Easter -talk about 'Jesus' the son of God came back to life at Easter. -recognise important symbols, e.g. palm leaves, cross, eggs, Easter eggs and hot cross buns -talk about what i have</p>	<p>-Recognising that different people may like and eat different foods. -understand where foods come from -Talk about what foods we like and dislike and how that differs from our friends -Nurse visit to school-look at the children's height and weight -Dentist - provide a toothbrush/paste from school nurse- talk about a dentist and their role in society and how to look after their teeth(link to PD/PSHE</p> <p>RE Focus- What places are special and why? -Places that are special to them in the local community e.g. the park, holiday homes, the church, the football stadium -places of worship are special to some religious people e.g</p>	<p>(Growing and changing) -about my changing body -about the differences between boys and girls About what I want to be in the future-who will I be?</p> <p>RE Focus- What times and stories are special and why? -that the Bible is the holly book for Christians - to retell the story of the 10 leapers- how it causes different emotions and thanks to God for saving them -to retell the story of Jonah 1-4 and understand how this shows God loved the world.</p>

	cutting the hair and whispering adhan)	learnt about the Christian festival 'Christmas' -talk about the story of Jesus's birth	are interesting, puzzling or wonderful about the world -many things in the world are beautiful and how this is linked to the Creation story in RE -the song-'He's got the whole world in his hands'-linked to EAD	learnt about Spring and baby animals being born	Church and Mosque -a church makes people feel safe, happy and special -	
Understanding of the World- The Natural World	Looks closely at similarities, differences, patterns and change; Understand the effect of changing seasons on the natural world around them; Understand the key features of the lifecycle of a plant and animals. Explore and talk about different forces they can feel.; Explore changing states of materials e.g. cooking, heating, combining etc.	Know about similarities and differences in relation to places, objects, materials and living things Observe, interact and talk about the outside world Observe and interact with natural processes e.g. light, sound, forces etc.	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
	Children will know that/know how; -how plants and natural objects grow (Grow our own plants on the FS2 playground) -Lifecycle of a beetle Seasons- Autumn. compare to the other seasons - weather/natural differences/ clothing differences/ staying safe in the weather differences - explore how animals and plants change during Summer & Autumn	(Woodland Walk) Children will know that/know how; - explore how animals and plants change during Autumn & Winter - to talk about animals & plants found in UK Woodlands -compare how the seasonal changes affect the weather and what people need to wear - that some woodlands have a pond -animals in the pond -features of a pond	Children will know that/know how - Compare the story book settings to real settings- talking about the features and what the real setting looks like e.g. a city in a fairy tale/ London a wood in the story/our woods in England (use learning from last half term to build on the vocabulary and understanding) Seasons-Winter- compare to the other seasons - weather/natural differences/ clothing differences/ staying safe in the weather differences	Children will know that/know how; -to talk about the differences between Africa and our community -Similarities and differences between Africa and England -Find Africa and England on a simple map -Real life snake visit - linked to topic - explore how animals behave in different climates - to talk about the similarities and differences of animals found in different environments - to use books and information to talk about and draw plants and animals	Children will know that/know how; - Recognise the differences between fruits and vegetables -that foods grown in different places -on a tree/bush or in the ground -that meat and fish come from animals -That exercise is important for the body to stay healthy-linked to PD -some animals come from the sea- explore the features of the ocean and look at maps to see the oceans -Explore the similarities and differences between water habitats -ponds learnt in Term 1B and	-similarities and differences between pictures of the world now and the dinosaurs -look at how dinosaurs move-fly/run fast and compare this to other animals that we know about today Seasons- Summer. compare to the other seasons - weather/natural differences/ clothing differences/ staying safe in the weather differences (Growing and Changing-linked to SARF-PSHE) Children will know that/know how; -About their own body -how the body changes - Human life stages-who will I be?

				-caring for our world- linked to SCARF curriculum	oceans -how to care for the oceans and explore what is harming sea life	-Life stages of plants/animals and humans
Understanding of the World - computing	Children will know that/know how; (Revisit skills from previous year/teach new children entering FS2 from other settings- signing in to class, adding dojos) -use a range of technological toys- beebots/ remote control cars	Children will know that/ know how: -Use a camera to take photos on the colour walk in the woodland walk	- Children will know that/ how to: -Use the IWB to complete an activity	-Children will know that/how to: -Write their first name on the computer using a keyboard	-Children will know that/how to: -Use the IPAD to take pictures of Spring	-Children will know that/how to: -Write full name on the computer using a key board.
Expressive arts and design- Creating with Materials	<p>Explores what happens when they mix colours and chooses particular colours to use for a purpose.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>		<p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	
EAD -ART	-Natural material art -Collaging using a range of materials -Rubbings using chalk -Garden and growth themed art and design activities -Self portraits (link to PSED)	-Colour mixing (linked to UW) -Painting and Drawing characters from the stories -Colour themed art, and design. -Rainbow art- (link to UW)	-Paintings of characters from stories -Fairy tale themed art and design -Christmas craft Seasonal art (Winter - link to UW)	-Animals patterns using a range of media and materials -African themed art and design. -Painting fruits and animals from the story Seasonal art (Spring-link to UW)	-Collaging using foods -Printing using food -Observational drawing and sketching of foods -Food themed art and design	-Making pictures of skeletons- chalk, art straws pasta. Seasonal art (Summer - link to UW) Artist or style Dinosaur Art
	Seasonal art (Autumn -link to UW)	Artist or style Kandinsky)	Artist or style Fairy tale art	Artist or style Archimboldo		

	-Air dough / clay model Artist or style Andy Goldsworthy			Artist or style African art		
EAD - DT	-Garden and growth themed DT activities. -Air dough / clay model -Cooking activity- make a sandwich with their own grown cress. -link to UW Seasonal DT activities(Autumn -link to UW)	-Making 3D junk models -Colour themed DT activities -Christmas craft	-Using a variety of construction to build buildings -Create a finger puppet. -Fairy tale themed DT activities Seasonal DT activity (Winter -link to UW)	-African themed DT activity. -Make their own instrument that works. Seasonal DT activity (Spring-link to UW)	-Create a healthy snack -Food themed DT activity	-3D dinosaur model- clay -make a dinosaur with a movable head. Seasonal DT activity (Summer -link to UW)
Expressive arts and design Being Imaginative and Expressive	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		<p>Imitates movement in response to music</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>		<p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
EAD – Music Charanga	<p>Our World</p> <p><i>Musical activities for pulse, rhythm and pitch. Explore voices and classroom instruments</i></p>	<p>Our World</p> <p><i>Musical activities for pulse, rhythm and pitch. Explore voices and classroom instruments</i></p>	<p>Big Bear Funk</p> <p><i>Musical activities for pulse, rhythm and pitch. Explore voices and classroom instruments</i></p> <p>Big Bear Funk</p>	<p>Big Bear Funk</p> <p><i>Musical activities for pulse, rhythm and pitch. Explore voices and classroom instruments</i></p> <p>Big Bear Funk</p>	<p>Reflect, Rewind & Replay</p> <p><i>Consolidate learning, History of Music</i></p> <p>Baa Baa Black Sheep, Row Row Row your</p>	<p>Reflect, Rewind & Replay</p> <p><i>Consolidate learning, History of Music</i></p> <p>Baa Baa Black Sheep, Row Row Row your boat, Incy</p>

Topic themed music	Old MacDonald, Incy Wincy Spider, Baa Baa Black Sheep, Row Row Row your boat, The wheels on the bus, The Hokey Cokey	Old MacDonald, Incy Wincy Spider, Baa Baa Black Sheep, Row Row Row your boat, The wheels on the bus, The Hokey Cokey			boat, Incy Wincy Spider, Rock-a-bye baby	Wincy Spider, Rock-a-bye baby
	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Garden themed songs and rhymes.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Colour themed songs and rhymes.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Fairy tale and once upon a time themed songs and rhymes.</p>	<p>Easter concert</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>African themed cultural songs</p> <p>Playing the djembes Listening to African themed songs and doing African dancing</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
EAD-Being imaginative	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Develop storylines in their pretend play.		Plays cooperatively as part of a group to develop and act out a narrative. Enjoys a range of poetry and may have a favourite.	Invent, adapt and recount narratives and stories with peers and their teacher;		

			<p>They represent their own ideas, thoughts and feelings through music, dance, role play and stories.</p>			
	<p>Small world scenes-planting seeds/book of the week/ garden small world</p>	<p>Small world scenes-book of the week small world</p>	<p>Acting out little red riding hood.</p>	<p>Desert themed small world play.</p> <p>African animal small world play.</p> <p>Acting out a story and learning songs for the concert</p>	<p>Small world scenes-cafe role play area, Glebe fruit and vegetable shop role play</p>	<p>Small world scenes-dinosaur small world scenes</p>