

F2 Long Term Curriculum Plan

F2 Autumn Term

Books		Caped Crusaders Super-duper you, Supertato, Superworm	Once Upon a Tale Three Pigs, The Gingerbread Man, Stickman
Excite and Engage		Emergency service worker/ Guide dogs visit	Letters from key characters as hook
Learn and Connect	Communication and language	<ul style="list-style-type: none"> To be able to follow directions Understand how to listen carefully and why listening is important. Engage in story times 	<ul style="list-style-type: none"> Follow a recipe Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.
	PSED	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Develop the skills they need to manage the school day successfully. Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> To be aware of the boundaries set and behavioural expectations in the setting Understands that their actions affect other people To have confidence to try new activities
	Physical development	<ul style="list-style-type: none"> Shows a preference for a dominant hand. To begin to use a tripod grip when using mark making tools To stop safely To follow a path and take turns 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired. To hold scissors correctly and cut along a straight and zigzagged lines To run and stop
	Literacy	<u>Phonics</u> Little Wandle Letters and Sounds: Phase 2 Phonics <ul style="list-style-type: none"> Giving meaning to marks name writing hearing, and writing initial sounds Oral blending To sequence familiar stories To independently look at book, holding them the correct way and turning pages 	<u>Phonics</u> Little Wandle Letters and Sounds: Phase 2 Phonics <ul style="list-style-type: none"> Name writing initial and middle sounds/ CVC writing Story maps speech bubbles To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems, and rhymes
	Maths	NCETM (National Centre for Excellence in the Teaching of Mathematics) Mastering Numbers: Strand 1 Contin prov- Circles & Triangles (2d shapes), pattern & positional language	NCETM Mastering Numbers: Strand 2 Contin prov- squares and rectangles (2d shapes), measuring & time
	Understanding the world	Peoples, culture, and communities: <ul style="list-style-type: none"> Unit F5- who are we and how do we belong Unit F2- which story shows Jesus being a friend to others? To recognise the changing of the seasons/Autumn walk Name and describe people who are familiar to them/ Talk about members of their immediate family and community 	<ul style="list-style-type: none"> People, culture, and communities: Unit F4- What times are special and why? Christmas Unit F1- which stories are special and why- David and Goliath Exploring plants in the surrounding natural environments Explore how the wind can move objects <ul style="list-style-type: none"> Explore how objects move in water

		<ul style="list-style-type: none"> to know about the past through settings, characters and events encountered in books read in class (Mary Seacole and Goose fair) Learn how to take care of themselves 	<ul style="list-style-type: none"> to know about the past through settings, characters and events encountered in books read in class (Remembrance Day)
	Expressive Arts and Design	<ul style="list-style-type: none"> Use a variety of tools to apply paint, e.g., brushes of varied sizes, sponges, fingers, objects. Show different emotions in their drawings and paintings Develop storylines in their pretend play Hold and use drawing tools with control, to make marks from observation or imagination 	<ul style="list-style-type: none"> To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives Explore malleable materials such as clay, playdough, and sand Explore and use textiles and fabrics
Communicate and remember		Superhero dress up day	Christmas nativity

Books		Food, glorious food	Explorers
Excite and engage		Handa's Surprise, The Enormous Turnip & The Tiger who came to tea Non-fiction: recipes Fruit tasting session	The Gruffalo, We're going on a bear hunt Non-fiction: Dinosaurs Immersive Bear hunt
Learn and Connect	Communication and language	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express an opinion ek likes/dislikes Speak in a familiar group. 	<ul style="list-style-type: none"> Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary Engage in non-fiction books Describe events in some detail Use talk to help work out problems; organise thinking and activities Explain how things work and why they might happen.
	PSED	<ul style="list-style-type: none"> To adjust their behaviour to different situations and take changes of routine in their stride. Express their feelings and consider the feelings of others. To show independence in managing own wants Be aware of healthy food choices 	<ul style="list-style-type: none"> To negotiate and solve problems without aggression. To develop independence when dressing and undressing for activities such as P.E
	Physical development	<ul style="list-style-type: none"> Develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> To develop accuracy when throwing to a target To roll and track a ball To hold scissors correctly and cut out large shapes
	Literacy	Phonics Little Wandle Letters and Sounds: Phase 3 Phonics <ul style="list-style-type: none"> Story sequencing, CVC words: labelling, shopping lists, captions descriptive language Party invitations To act out stories To begin to predict what may happen in the story To suggest how a story might end 	Phonics Little Wandle Letters and Sounds: Phase 3 Phonics <ul style="list-style-type: none"> Story sequencing labelling, lists, captions, simple sentences Use prepositions/ adjectives – Bear Hunt To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading
	Maths	NCETM Mastering Numbers: Strand 3 Contin prov- comparing mass & capacity	NCETM Mastering Numbers: Strand 4 Contin prov- length and height & time
	Understanding the world	<ul style="list-style-type: none"> To know about and recognise the signs of Spring To explore the celebration of Lunar New Year and make comparisons with other celebrations Name and describe animals that live in different habitats Describe different habitats Explore plants in the surrounding environment Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> To know about the past through settings, characters and events encountered in books read in class and story telling (Dinosaurs) Draw information from a simple map To know the different between herbivores and carnivores Explore light and shadows explore a range of materials including natural materials make objects from varied materials including natural. -explore how materials change over time and in different conditions To know that Christians celebrate Easter and why

	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore and use varied materials in their artwork – collage/tissue/ • Recognise and describe features of their own and others work • Draw accurate representations of people and animals • Cut shapes using scissors and use other modelling tools 	<ul style="list-style-type: none"> • Make observational drawings of nature/ plants • Use re-cycled materials to build a sculpture • To plan what they are going to make • Talk about what they have used in their work and why • Use props and materials to re-create stories
Communicate and remember	Tiger tea party		Dinosaur what am I questions with peers ICE SKATING

		Down on the farm	Our wonderful world
Books		Little Red hen, Rosie's walk & What the ladybird heard Non-fiction: Food, plants, and animals	Somebody swallowed Stanley, The Giant Blue Non-fiction: Sea creatures
Excite and engage		Baking bread	Kite making/ WORLD OCEAN DAY – dress up
Learn and Connect	Communication and language	<ul style="list-style-type: none"> Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	PSED	<p>To know that all behaviours can have consequences To set a target and reflect on progress throughout</p> <ul style="list-style-type: none"> To begin to develop relationships with other adults around the school (KS1 and F2 assemblies) 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To have confidence to communicate with adults around the school To have strong friendships
	Physical development	<ul style="list-style-type: none"> To paint using thinner paintbrushes To hold scissors correctly and cut out small shapes To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To explore traveling around, over and through apparatus To write letters using the correct letter formation and control the size of letter 	<ul style="list-style-type: none"> Begin to understand the effects exercise can have on the body Show good posture when sitting at a table Develop the foundations of a handwriting style which is fast, accurate and efficient to move fluently, in a variety of movements, with developing control and grace To mostly form lower case and capital letters correctly
	Literacy	<p><u>Phonics</u> Little Wandle Letters and Sounds: Phase 4 Phonics</p> <ul style="list-style-type: none"> simple sentences containing Phase 3 HFW describing appearance To begin to answer questions about what they have read To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence 	<p><u>Phonics</u> Little Wandle Letters and Sounds: Phase 4 Phonics</p> <p>simple sentences containing Phase 3 HFW- some to</p> <ul style="list-style-type: none"> To answer questions about what they have read To know that information can be retrieved from books To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop
	Maths	<p>NCETM Mastering Numbers: Strand 5 Contin prov- spatial reasoning, 2d shapes and capacity</p>	<p>NCETM Mastering Number: Strand 6 (assess, revisit, and consolidate) Contin prov- spatial reasoning continued,</p>
	Understanding the world	<p>People, culture, and communities:</p> <ul style="list-style-type: none"> UNIT F2- which people are special and why To know about the past through settings, characters and events encountered in books read in class and story telling <p>(Milling)</p> <ul style="list-style-type: none"> name and describe animals that live in different habitats – how to care for animals 	<p>People, culture, and communities:</p> <ul style="list-style-type: none"> Unit F6- Our wonderful world explore living animals in surrounding natural world explore animals and plants in contrasting environments name and describe animals that live in different habitats. Learning how to care for the environment- oceans

		<ul style="list-style-type: none"> • Investigate how materials change over time • Investigate life cycles • To know that simple symbols are used to identify features on a map. 	<ul style="list-style-type: none"> • To know some important processes and changes in the natural world including states of matter.
	Expressive Arts and Design	<ul style="list-style-type: none"> • To use some cooking techniques • To create narratives based around stories and invent their own • Use tools such as scissors, staplers, clay tools, split pins, and shape cutters competently and appropriately • Listen to and move in time to music 	<ul style="list-style-type: none"> • To share creations, talk about process and evaluate their work • To adapt work where necessary • To perform in the Year R Graduation • To learn and perform a dance
Communicate and Remember		Trip to Stonebridge city farm	F2 celebration - transition