



MEDIUM TERM PLANNING 2024/2025

YEAR GROUP: FS2

TERM: Autumn 1



SWALLOWNEST PRIMARY SCHOOL FS2 PLANNING

2024-2025

Teacher: J.Hemming

Autumn 1



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
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<p>Literacy</p> <p>*See individual lesson plans.</p> <p>Texts:</p> <p>Goldilocks and the Three Bears FS2 Tier Two vocab: Word 1: cottage Word 2: peeped Word 3: spied Word 4: curious Word 5: marched Word 6: scampered</p> <p>Owl Babies FS2 Tier Two vocab: Word 1: Silent Word 2: Fuss Word 3: Bounced Word 4: Swooped Word 5: Brave Word 6: Flapped Word 7: Branch</p> <p>Peace at Last FS2 Tier Two vocab: Word 1: Nocturnal Word 2: Pretending Word 3: Leaky Word 4: Believe Word 5: Peeped Word 6: Snore Word 7: Notice</p>	<p>Text: Goldilocks and the Three Bears</p> <p>Day 1 Overview of the story</p> <p>Day 2 Characters in the story Vocab: cottage</p> <p>Day 3 Sequencing</p> <p>Day 4 Listening to and enjoying the story Vocab: peeped</p>	<p>Text: Goldilocks and the Three Bears</p> <p>Day 1 Prediction Vocab: spied</p> <p>Day 2 Yes because/No because Vocab: curious</p> <p>Day 3 Yes because/No because – Goldilocks’ behaviour</p> <p>Day 4 Let’s talk about Goldilocks</p> <p>Day 5 Vocab: marched</p>	<p>Text: Goldilocks and the Three Bears</p> <p>Day 1 Vocab: scampered</p> <p>Day 2 Small world Play</p> <p>Day 3 Shared writing</p> <p>Day 4 Block Play- Building the 3 bears’ house</p> <p>Day 5 Goldilocks and the 3 bears story bags –oral storytelling</p>	<p>Text: Owl Babies</p> <p>Day 1 Purpose: for children to listen to the story read aloud.</p> <p>Day 2 Purpose: for children to identify the characters and think about the problem in the story.</p> <p>Day 3 Purpose: for children to develop a deeper familiarity with the story.</p> <p>Word 1: Silent</p> <p>Day 4 Purpose: to practise saying the Favourite phrases in the story, ready to join in with the</p>	<p>Text: Owl Babies</p> <p>Day 6 Purpose: to consider how a character might feel at key points in the story; to learn more Tier Two words.</p> <p>Word 4: Swooped</p> <p>Day 7 Purpose: for children to choose the right sentence from the context of the story; for children to use and say more Tier Two words.</p> <p>Word 5: Brave</p> <p>Day 8 Purpose: for children to join in with phrases from the story. Word 6: Flapped</p>	<p>Text: Peace at Last</p> <p>Day 11 Purpose: for children to consider how the main character might behave and feel at key points in the story.</p> <p>Day 1 Purpose: for children to listen to the story read aloud. Word 1: Nocturnal</p> <p>Day 2 Purpose: for children to identify the characters and think about the problem in the story.</p> <p>Day 3 Purpose: for children to develop a deeper</p>	<p>Text: Peace at Last</p> <p>Day 5 Purpose: for children to use the Favourite phrases in a range of contexts throughout the day. Word 4: Believe</p> <p>Day 6 Purpose: to consider how a character might feel at key points in the story; to learn more Tier Two words.</p> <p>Word 5: Peeped</p> <p>Day 7 Purpose: for children to choose the right sentence from the context of the story; for children to use</p>	<p>Text: Peace at Last</p> <p>Day 9 Purpose: for children to identify the problem in the story and discuss how it is solved. Word 8: alarm</p> <p>Day 10 Purpose: for children to consider a character’s nature.</p>
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Word 8: alarm				<p>story the next day.</p> <p>Word 2: Fuss</p> <p>Day 5 Purpose: for children to use the Favourite phrases in a range of contexts throughout the day.</p>	<p>Day 9 Purpose: for children to identify the problem in the story and discuss how it is solved. Word 7: Branch</p> <p>Day 10 Purpose: for children to consider a character's nature. Word 3: Bounced</p>	<p>Word 1: Nocturnal Word 2: Pretending</p> <p>familiarity with the story.</p> <p>Day 4</p> <p>Purpose: to practise saying the Favourite phrases in the story, ready to join in with the story the next day.</p> <p>Word 3: Leaky</p>	<p>and say more Tier Two words.</p> <p>Word 6: Snore</p> <p>Day 8 Purpose: for children to join in with phrases from the story.</p> <p>Word 7: Notice</p>	
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<p>Maths</p> <p>See Power Maths for short term planning</p> <p>Vocab:</p>	<p>BASELINE</p> <p>Nursery rhymes and songs to 5</p> <p>Establishing maths routines</p>	<p>BASELINE</p> <p>Nursery rhymes and songs to 5</p> <p>Establishing maths routines</p>	<p><u>Unit 1: Numbers to 5</u></p> <p>Lessons 1 and 2</p> <p>Learning focus This week, children will compare two groups of non-identical objects saying which group of objects has more, fewer or the same. Children will build on learning from the previous week, matching objects to compare quantities, but focusing on matching non-identical objects to draw out the misconception that objects must be the same to compare them.</p>	<p><u>Unit 1: Numbers to 5</u></p> <p>Lessons 3-5</p> <p>Learning focus This week, children will compare two groups of non-identical objects saying which group of objects has more, fewer or the same. Children will build on learning from the previous week, matching objects to compare quantities, but focusing on matching non-identical objects to draw out the misconception that objects must be the same to compare them.</p>	<p><u>Unit 1: Numbers to 5</u></p> <p>Lessons 6-10</p> <p>Learning focus This week, children will build on their knowledge of counting to 3, by counting to 4. They will link the skill of counting 4 concrete objects to the pictorial representation of 4, and then to the abstract numeral 4. The five frame is introduced for the first time.</p>	<p><u>Unit 1: Numbers to 5</u></p> <p>Lessons 11-15</p> <p>Learning focus This week, children will learn to count to 5 using the counting principles they developed in Week 1 and Week 2. Children will represent numbers up to 5 in concrete and pictorial ways as well as linking an amount to the numerals 1, 2, 3, 4 and 5.</p>	<p><u>Unit 2: Comparing groups within 5</u></p> <p>Lessons 1-5</p> <p>Learning focus This week, children will compare groups of identical objects using the language more, fewer and less. Identical objects are compared in different orientations, and include equal-quantity groups to prompt more creative thinking about how identical groups can be compared.</p>	<p><u>Unit 2: Comparing groups within 5</u></p> <p>Lessons 6-10</p> <p>Learning focus This week, children will compare two groups of non-identical objects saying which group of objects has more, fewer or the same. Children will build on learning from the previous week, matching objects to compare quantities, but focusing on matching non-identical objects to draw out the misconception that objects must be the same to compare them.</p>

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<p>Understanding the World</p> <p>See discovery education RE F2 for short term planning</p> <p>Theme – special people</p> <p>Key question What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Baseline assessments</p>	<p>People, culture and communities and The Natural World</p> <p><u>Re links</u> Lesson 1: Families Who is special to you at home? What things do you do with your family that are special to you?</p> <p><u>Science links</u> Able to name body parts Sing head, shoulders, knees and toes. Draw self-portrait.</p> <p>Past & Present <u>History links</u> Able to say who they are and who they live with Can talk about members of immediate family in detail Can discuss similarities and differences</p>	<p>People, culture and communities</p> <p><u>RE links</u> Lesson 2: Friends What makes us special? Is it ok to all be special for different reasons?</p> <p><u>Science links</u> Children will recognise and name some common animals and insects in the UK: Pets: dog, cat, fish, hamster</p> <p><u>Computing links</u> Select brushes, colours and rubbers when drawing on paint software on the IWB Use various tools such as brush, pens, stamps, erasers and shapes with support on paint software on the IWB - Draw themselves</p>	<p>People, culture and communities</p> <p><u>RE links</u> Lesson 3: Role models Who could be your role model and why?</p> <p>The natural world <u>Science links</u> Children will recognise and name some common animals that are nocturnal: owls, cats, hedgehog, bats.</p> <p>Past and Present <u>History links</u> Sequence family members, by age, explaining who they are (baby, toddler, child, teenager, adult, elderly) Explain key differences between family members/ ages and say what they can/can't do</p>	<p>People, culture and communities and The Natural World</p> <p><u>RE links</u> Lesson 4: Jesus do you think Jesus is special and why/why not? Why do you think Christians believe Jesus is God's son?</p> <p><u>Science links</u> Understand and name different weather Understands that different seasons have different weather- autumn Know that there are four seasons in a year and name them- autumn Begin to be able to talk about some of the changes in each seasons - autumn</p> <p><u>Computing links</u> Select brushes, colours and</p>	<p>People, culture and communities and The Natural World</p> <p><u>RE links</u> Lesson 5: Jesus cont What would you feel if you saw Jesus perform a miracle?</p> <p><u>Science links</u> Begin to be able to talk about some of the changes in each seasons – harvest festival</p> <p><u>Geography links</u> Can name different types of homes- terraced house, detached house, semi-detached house, bungalow, flat, cottage Can explain features of different homes Can identify similarities and differences</p>	<p>People, culture and communities and The Natural World</p> <p><u>Re links</u> Lesson 6: Moses What rules do we follow? What would happen if we had no rules?</p> <p><u>Science links</u> Children will recognise and name some common animals and insects in the UK: Woodland-hedgehog, squirrel, rabbit, fox, badger. Hibernation.</p>	<p>People, culture and communities and The Natural World</p> <p><u>Computing links</u> Select brushes, colours and rubbers when drawing on paint software on the IWB Use various tools such as brush, pens, stamps, erasers and shapes with support on paint software on the IWB - Draw their house.</p> <p>Past and Present <u>History links</u> Talks about things that they did in the past that were important to them in more detail when looking at photos- birthdays</p>	
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		between people in their family	<p><u>Geography links</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Navigate around school with increasing confidence and independence. - walk around school.</p>		<p>rubbers when drawing on paint software on the IWB Use various tools such as brush, pens, stamps, erasers and shapes with support on paint software on the IWB - Draw an autumn tree</p> <p><u>Geography links</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Navigate around school with increasing confidence and independence. - outside around the school grounds.</p>	<p>between homes in our country.</p> <p>Past and Present <u>History links</u> Explain key differences between family members/ ages and say what they can/can't do. How have I changed since I was a baby?</p>			
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<p>Expressive art and design</p> <p>Art – Drawing see short term planning for each lesson</p> <p>This unit of work develops creativity and design in controlling patterns with different types of marks.</p> <p>Children will also be taught to use scissors and pencils correctly.</p>	Baseline assessments	<p>Art links Children will explore and develop their ideas by looking at the work of Rick Roberts and Maria Thomas.</p> <p>Children will explore and develop their ideas by ‘talking a line for a walk’. They will experiment with dots, squiggles, wavy lines, straight line, curved lines, zig zags, loops and swirls.</p>	<p>Art links They will explore thin, thick, shape, shade, dark, light.</p> <p>Music links Our world Step 1 Listen and respond – lovely day by Bill Withers Find the pulse of Old Macdonald, Wheels on the Bus Learn to sing and play Old Macdonald</p>	<p>Art links Children will fill in a grid using the different line styles. Children will look at their work and say what they like about it.</p>	<p>Art links Children will look at other zentangles and discuss how they have been filled in. Children to have their own animal templates and fill them in similar to the models.</p> <p>Music links Our World step 2 - Listen and respond Beyond the Sea by Robbie Williams - find the pulse using games track - learn to sing and play incy wincy spider</p>	<p>Art links Children to look back at the work they have done so far and evaluate it in simple terms. What do they like? What is their favourite pattern? What do they like from the other artists?</p>	<p>Art links Finished piece. Children choose their own animal and free draw.</p> <p>Evaluation – tell me about your work. What did you like best about doing it? Is your work like Rick and Maria’s? Why?</p> <p>Music links Our world step 3 - listen and respond Mars from The Plants by Gustav Holst - Explore the pulse using games track - learn to sing baa baa black sheep.</p>	



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<p>Personal, Social and Emotional Development</p> <p>BM (Being Me in My World)</p> <p>*See Jigsaw PSHE scheme for individual lesson plans.</p>	<p>Who... Me?</p> <p>* I understand how it feels to being and that we are similar and different</p> <p>Introduce Jigsaw Jenie and explain that when they are holding it then it is their turn to share and everyone else will listen. Empty a brightly covered box holding an assortment of toys from the classroom on to the floor. Give children a chance to chat to their neighbour about the ones they like and</p>	<p>How am I feeling today?</p> <p>* I can start to recognise and manage my feelings</p> <p>As all of these children have just started school for the very first time, look at the photos and encourage children to name the emotion that they are feeling.</p> <p>Why do you think these children are feeling happy/angry/excited/sad, etc?</p>	<p>Being at School</p> <p>* I enjoy working with others to make school a good place to be</p> <p>How does it make you feel when someone won't share with you? Why should we look after our classroom?</p>	<p>Gentle Hands</p> <p><u>Hands Are Not for Hitting By Martine Agassi</u></p> <p>* I understand why it is good place to be</p> <p>What can we say or do when we feel ourselves getting angry? What if someone is hurting or annoying you? Children to discuss in pairs whilst an adult writes up their ideas. Introduce the phrase, "Please don't do that, I don't like it."</p>	<p>Our Rights</p> <p>* I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>What other rights do we have? Discuss in talking partners. Refer back to previous sessions. Then show the pictures of rights, e.g. children looking at a book, playing outside, drinking water, etc. Play the 'What If' game. What if we were not allowed to play/sleep/eat/be warm/have friends? Teacher to write down all the ones</p>	<p>School Charter</p> <p>* I can discuss rules and how I can be a part of a class team</p> <p>Look at school rules/golden rules. What is the point of them? Why do we have them? What happens if we don't keep the school rules - how does it affect others? We all want to be happy and we can help each other to be happy with the things that we do. Sing 'If you're happy and you know it' - change the words to 'If you're happy and you know it give a hug/give a</p>		<p>Our Responsibilities</p> <p>* I am learning what being responsible means</p> <p>Look at last week's rights. Split children up into groups and talk about each right and what they could do to make sure they and others had those rights, e.g. right to be safe. Responsibility - tidy up the classroom, don't run in the hallways, play nicely outside, etc.</p> <p>Questions: How can we make sure that we are all safe/happy/ learning in school?</p>



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	why. Pass Jigsaw Jenie round and children to share their name again and which toy is their favourite and why.				that apply to school life.	smile/help your friends/look after our toys', etc. Children can decide on the actions that will match the line.		
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<p>Physical Development</p> <p>Imoves: animal explorers. Children will know simple effects of exercise and the importance of healthy foods Children will know the importance for good health of physical exercise and healthy eating View imoves for short term planning</p> <p>FMS- By the end of the Autumn term, children should be working at a level which sees them;</p>	<p><u>Baseline assessment of gross motor skills</u></p> <p>Fine Motor Skills: Teach stage 1 pencil control: hand-eye coordination</p> <p>Weekly dough disco</p>	<p><u>Baseline assessment of gross motor skills</u></p> <p>Fine Motor Skills: Practise stage 1 pencil control: hand-eye coordination</p> <p>Weekly dough disco</p>	<p><u>Baseline assessment of gross motor skills</u></p> <p>Fine Motor Skills: Teach stage 2: grasping skills - Pick up small objects. Sorting coins, beads and buttons</p> <p>Weekly dough disco</p>	<p><u>Gross Motor Skill Lesson 1 – seated balance</u></p> <p>To develop core strength to balance momentarily on one foot and on other body parts</p> <p>Enhanced outdoor provision – yoga area with balance cards and mats</p> <p>Fine Motor Skills: Teach stage 2 grasping skills. Tactile awareness activities exploring textures finger paint, shaving cream</p>	<p><u>Gross Motor Skill Lesson 2 – seated balance</u></p> <p>To develop core strength to balance momentarily on one foot and on other body parts</p> <p>Enhanced outdoor provision – yoga area with balance cards and mats</p> <p>Fine Motor Skills: Teach stage 2 grasping skills. Squeeze and manipulate. Spray bottles,</p>	<p><u>Gross Motor Skill Lesson 3 – Static balance</u></p> <p>To develop core strength to sit on the floor with control and ease for increased periods of time. To develop core strength to balance momentarily on a combination of body parts.</p> <p>Enhanced outdoor provision – yoga area with balance cards and mats</p> <p>Fine Motor Skills: Teach stage 2 grasping skills. Fingerplays and songs.</p> <p>Weekly dough disco</p>	<p><u>Gross Motor Skill Lesson 4 – Dynamic balance</u></p> <p>To develop core strength to balance whilst moving in different ways</p> <p>Enhanced outdoor provision – yoga area with balance cards and mats</p> <p>Fine Motor Skills: Teach stage 2 grasping skills. Fingerplays and songs.</p> <p>Weekly dough disco</p>	<p><u>Gross Motor Skill Lesson 5 – End of unit assessment</u></p> <p>Static seated balance, static standing balance and dynamic balance assessment</p> <p>Enhanced outdoor provision – yoga area with balance cards and mats</p> <p>Fine Motor Skills: Teach stage 2 grasping skills. Open and close lids, twist/untwist</p> <p>Weekly dough disco</p>



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<p>- drawing lines and circles using gross motor movements - using one handed tools and equipment</p>				<p>Weekly dough disco</p>	<p>clothespin, sponges) Weekly dough disco</p>	<p>Teach stage 2 grasping skills. Squeeze and manipulate. Spray bottles, clothespin, sponges) Weekly dough disco</p>		
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