

	FS2 LTP 2024-2025					Mrs J Hemming
	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks 3 days)
	Topic: All About Me (8 weeks)	Topic: Celebrations (7 weeks)	Topic: Fur, Feathers and Scales (6 weeks)	Topic: Growing/Farms (5 weeks)	Topic: Wild things/People Who Help Us (6 weeks)	Topic: Under the Sea (7 weeks 3 days)
<b>VISITS/EXPERIENCES</b>	Local / autumnal walk Making and tasting porridge	Perform on a stage Make a calendar Christmas party Watch a pantomime Make a diva lamp	Chinese food tasting Winter walk Butterfly house visit	Visit to local Library Make a pancake Planting a bean plant Visit Cannon Hall Farm	Spring walk hunting for signs of spring Make salt dough fossils Fire engine visit People who help us in. Tooth brushing Visit from dental nurse Grow a bean plant	Cleethorpes visit to the seaside Train ride Road safety workshop Sports day Summer time walk
<b>PARENTAL ENGAGEMENT</b>	F2 welcome meeting Phonics and reading workshop Maths workshop	Reading cafe Parents invited to parent meetings Parents invited to watch nativity		Parents invited to parent meetings Mother's Day Tea Party		Father's Day Activity Afternoon Parent welcome to FS2 visit and talk Parental phone calls/visits to new children Visits to settings Progress report sent home
<b>ROLEPLAY</b>	Home corner Farm shop/Pumpkin patch	Hansel and Gretel House Sweet Shop Post office/ Santa grotto	Chinese restaurant Crocodile Creek	Pancake home corner Farm Shop	Dino lookout Museum Dentist surgery Fire Station	Seaside/shop ice cream parlour
<b>LITERACY WRITING KEY TEXTS</b>	<b>Baseline</b> <b>A bundle of rhymes!</b> – Little Bo Peep - Jack Be Nimble - Jack and Jill  Goldilocks and the three bears Owl Babies Peace at Last	Hansel and Gretel Gingerbread man Stick Man	What the Ladybird Heard The Hungry Caterpillar Let's all creek through crocodile creek	The little Red Hen Jack and the Beanstalk The Three Little Pigs	Giganotosaurus Gruffalo Supertato	The Lighthouse Keeper's Lunch Rainbow Fish We're going on a bear hunt.

<p><b>LITERACY WRITING</b></p>	<p><b>Children are taught to:</b> Forms some lowercase letters correctly Can copy all of the letters in their first name Begins to hear, say and write the initial sound in words</p>	<p><b>Children are taught to:</b> Forms some lowercase letters correctly Can copy and form all of the letters in their first name correctly. Hears, says and writes all of the sounds in CVC words</p>	<p><b>Children are taught to:</b> Forms all lowercase letters correctly Can write their first name from memory Hear, says and write the sounds in words to write a caption or simple phrase</p>	<p><b>Children are taught to:</b> Forms all lowercase letters correctly Can write their first name from memory, and copy their second name Writes simple phrases or short sentences using finger spaces</p>	<p><b>Children are taught to:</b> Forms some capital letters correctly Can write their full name from memory Hears, says and writes the sounds in longer words Writes simple phrases or short sentences using finger spaces</p>	<p><b>Children are taught to:</b> Forms all capital letters correctly Can write their full name from memory Hears, says and writes the sounds in longer words Writes sentences using a capital letter, full stop and finger spaces</p>
<p><b>LITERACY READING</b></p>	<p>Recognise the picture on the single letter sounds e.g. cat for c Read first 16 single-letter sounds</p>	<p>Read all single letter sounds Blend sounds into words orally Engage in conversations about stories; learning new vocabulary</p>	<p>Read some diagraphs Blend sounds to read words Read set 1-2 phase 2 phonics stories Read common exception words: l, the, of, me, my, no Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Understand the difference between fiction and non-fiction.</p>	<p>Read set 3-4 phase 2 storybooks Read four double consonants Read common exception words: l, the, of, me, my, no, he, for. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Read set 5-6 phase 2 storybooks Read common exception words: l, the, of, me, my, no, he, for, said, are, be, you, your Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate and predict what might happen next</p>	<p>Read set 1 phase 3 storybooks Read common exception words: l, the, of, me, my, no, he, for, said, are, be, you, your, to, go, me Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate and predict what might happen next</p>

<p><b>MATHS</b></p>	<p><a href="#"><u>Unit 1: Numbers to 5</u></a>  <a href="#"><u>Unit 2: Comparing groups within 5</u></a></p>	<p><a href="#"><u>Unit 3: Shape (3D and 2D shapes)</u></a>  <a href="#"><u>Unit 4: Change within 5</u></a>  <a href="#"><u>Unit 5: Number bonds within 5</u></a>  <a href="#"><u>Unit 6: Space</u></a></p>	<p><a href="#"><u>Unit 7: Numbers to 10</u></a>  <a href="#"><u>Unit 8: Comparing numbers within 10</u></a>  <a href="#"><u>Unit 9: Addition to 10</u></a>  <a href="#"><u>Unit 10: Measure (Length, height and weight)</u></a></p>	<p><a href="#"><u>Unit 11: Number bonds to 10</u></a>  <a href="#"><u>Unit 12: Subtraction</u></a>  <a href="#"><u>Unit 13: Exploring patterns</u></a></p>	<p><a href="#"><u>Unit 14: Counting on and counting back</u></a>  <a href="#"><u>Unit 15: Numbers to 20</u></a>  <a href="#"><u>Unit 16: Numerical patterns</u></a></p>	<p><a href="#"><u>Unit 17: Shape (Composing and decomposing shapes)</u></a>  <a href="#"><u>Unit 18: Measure (Volume and capacity)</u></a>  <a href="#"><u>Unit 19: Sorting (Optional)</u></a>  <a href="#"><u>Unit 20: Time (Optional)</u></a></p>
<p><b>Physical development – gross motor</b></p>	<p><b><u>Iexercise – Animal Explorers</u></b></p> <p>Core Strength &amp; Balance - seated balance &amp; static balance</p> <p>I know simple effects of exercise and the importance of healthy foods</p> <p>To stand on one foot</p> <p>To balance momentarily on a combination of body parts</p> <p>To balance whilst moving in different ways</p>	<p><b><u>Imove – Off to the Zoo</u></b></p> <p>Locomotion - Travelling &amp; Agility - footwork patterns &amp; spatial awareness</p> <p>I know simple effects of exercise and the importance of healthy foods</p> <p>Travelling with different footwork patterns and spatial awareness</p> <p>To experiment with different ways of moving e.g rolling, crawling, walking, hopping, skipping, climbing, jumping and running.</p>	<p><b><u>Ipractise – Pirate Adventure</u></b></p> <p>Co-ordination - footwork and agility Dynamic balance - low apparatus</p> <p>I know simple effects of exercise and the importance of healthy foods</p> <p>Control and coordination – work towards control and coordination in large and small movements</p> <p>Rhythm and beat – recognise rhythm and beat within the music and be able to clap and stamp feet in time</p> <p>Formations – work individually as a solo</p> <p>Talk about the movements and actions</p>	<p><b><u>Icommunicate- Fun at the Circus</u></b></p> <p>Agility - footwork and balance Object control - ball skills Core strength &amp; Balance - static and dynamic balance</p> <p>I know simple effects of exercise and the importance of healthy foods</p> <p>To develop skills to run, dodge and pivot.</p> <p>Bat and racquet skills – Experimenting using bats</p> <p>Throwing – throw a beanbag underarm, experimenting</p> <p>To develop and refine balance skills.</p>	<p><b><u>Ithink – Dino Movers</u></b></p> <p>Object control - manipulating and controlling equipment.</p> <p>I know simple effects of exercise and the importance of healthy foods</p> <p>Moving – move and stop safely</p> <p>Running &amp; jumping – move and stop safely</p> <p>Bat and racquet skills – Experimenting using bats</p> <p>Throwing – throw a beanbag underarm, experimenting</p>	<p><b><u>Icreate – Space Cadets</u></b></p> <p>Locomotion &amp; Object control - large ball skills, travelling with objects</p> <p>I know simple effects of exercise and the importance of healthy foods</p> <p>Combining movements – create actions and movements that travel.</p> <p>Linking movements – link to movements together to begin a sequence.</p>

			and describe them to other people.		<p>Catching – catch a beanbag with both hands</p> <p>Kicking – kick using different parts of foot</p> <p>Passing and receiving – rolling different types of balls</p>	
<b>PHYSICAL DEVELOPMENT – FINE MOTOR</b>	<p><b>Children are taught to:</b> Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learn how to use a knife and fork.</p>	<p><b>Children are taught to:</b> Use a comfortable grip with good control when holding pens and pencils and use them with increasing control. Hold their paper with their other hand when writing</p>	<p><b>Children are taught to:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p><b>Children are taught to:</b> Form all letters correctly using the handwriting rhymes</p>	<p><b>Children are taught to:</b> Write on the line. Write letters that are an even size.</p>	<p><b>Children are taught to:</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<b>COMMUNICATION AND LANGUAGE</b>	<p><b>Communication and Language underpins everything that we do. Throughout the whole curriculum and year, children are supported to develop the following language skills:</b></p> <ul style="list-style-type: none"> <li>- Learn new vocabulary which they can use throughout the day and in different contexts.</li> <li>- Ask questions to find out more and to check they understand what has been said to them and articulate their ideas and thoughts in well-formed sentences by connecting one idea or action to another using a range of connectives.</li> <li>- Describe events in some details and use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>- Develop social phrases</li> </ul>					

	<p>- Engage in story times and listen to and talk about stories to build familiarity and understanding. Be able to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>- Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>- Learn rhymes, poems and songs.</p>					
<p><b>UNDERSTANDING THE WORLD</b></p>	<p><b>Children are taught to:</b>  <b>History links:</b>  <b>How Have I Changed Since I Was a Baby?</b>                  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 between people in their family                  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                  Talks about things that they did in the past that were important to them in more detail when</p>	<p><b>Children are taught to:</b>  <b>History links:</b>                  Begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago  <b>Geography links:</b>                  Make observations of the natural world around them e.g. animals and plants.   <b>Science links:</b>  <b>Forces:</b>                  how we can apply force to an object but also how the nature and materials of an object can dictate how it responds to forces and conditions.                   Recognise and name some common animals in the UK: Farm- pig, cow, sheep, horse, hen, duck.                  Can identify and say the name of baby animals: pig, cow, duck, chicken, horse, dog and cat.</p>	<p><b>Children are taught to:</b>  <b>History links:</b>                  Knows the meaning of past and present                  Can name some famous people important to history- Mary Anning                  Can sort objects/images into past and present and compare similarities and differences.  <b>Geography links:</b>                  Our Local Area                  Use simple directional language to describe the local environment                  Describe and map journeys to and from school                  Compare the local area with another locality                  Look at an aerial view of school setting and identify features/symbols such as trees, school, path, road, grass, - look at route to take to the shop and to school                  Can use maps to locate objects in 'real life'</p>	<p><b>Children are taught to:</b>  <b>History links:</b>                  Talks about things that they did in the past that were important to them in more detail from memory- Easter                  Uses and understands the words past and present  <b>Geography links:</b>                  Explains how life may be different for other children- Children in Need                  Knows that maps can show us where places are - use a basic map to navigate around Cannon Hall Farm.                  Know and recognize key physical and human features relating to a farm e.g. pen, coop, hay bale, crops, field.                  Draw a basic map and position features correctly - classroom and a room in their home.                   - Easter egg hunt. Use locational language to</p>	<p><b>Children are taught to:</b>  <b>History links:</b>  <b>Who Are the People Help Us?</b>                  Recognises people that they have come across in their community such as shop staff, police, hairdressers etc – link to PHSE dreams and goals.  <b>Geography links:</b>                  Can point out some countries and continents on the globe- UK, Africa, the Arctic.                  Recognises some similarities and differences between life in this country and life in other countries – African countries contrast with locations they know well.                  Knows that different countries have different homes.</p>	<p><b>Children are taught to:</b>  <b>History links:</b>  <b>What Were Toys Like in the Past?</b>                  Talks about things that they did in the past that were important to them in more detail from memory – holiday/ trip to the seaside                  Can sort objects/images into past and present and compare similarities and differences- seaside's in the past and present                  Can sort objects/images into past and present and compare similarities and differences- toys in the past and present  <b>Geography links:</b>                  Holidays                  Compare our local environment to the countryside and to the seaside                  Compare the local area with another locality outside the UK                   Knows and recognises key physical and human features relating to the seaside e.g. sea, beach, sand, shops, cliff, coast                  Use pictures to compare and contrast environments around the world</p>

<p>looking at photos- birthdays</p> <p><b>Geography links:</b> <b>Our School</b> Use simple directional language to describe the very local environment Describe and map journeys within school</p> <p>Can name different types of homes- terraced house, detached house, semi-detached house, bungalow, flat, cottage Can explain features of different homes</p> <p><b>Science links:</b> <b>The Senses</b> Children will look at the different senses and how they interact with one another, and what our senses enable us to do. Can name parts of their body- head, arms, legs, back, neck, elbows, shoulders, knees,</p>	<p>To know where animals live, and what type of environment they need to live in - farm. Can identify and name everyday materials- wood, plastic, glass and metal</p> <p><b>RE links:</b> Christian concept – incarnation Theme – Christmas Key question – What is Christmas? Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognises that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories including figures from the past.</p> <p><b>Computing links:</b> Information technology Communication – fine motor skills. Know that typing on a keyboard makes letters appear on the screen Know that a click or move of the mouse</p>	<p>around school in a group</p> <p>Can articulate celebrations around the world and begin to explain some of the ways they celebrate- Chinese New Year Knows that the globe is a map of the world, can identify water and land on the globe Can point out some countries and continents on the globe- UK, the Arctic.</p> <p><b>Science links:</b> <b>Machines:</b> Machines are all around us, mechanical and hand-held. In this unit, children can begin by learning about non-living things before moving on to learn about machinery and how it makes it easier for humans to complete certain jobs. Within the idea of machinery, children can also think about different types of transport and how we use these.</p>	<p>describe position near/far, under, over etc.</p> <p><b>Science links:</b> <b>Insects and Invertebras:</b> Discover the world of insects with these lessons on insects and invertebrates! Included in these lessons is a large range of fascinating pictures and film clips of insects. Children can also learn about their habitats and go on an insect</p> <p>Can talk about what humans need to grow and stay healthy To know how to look after teeth correctly. Egg shell experiment looking at different effects liquids can have – coke, coffee, water, vinegar, toothpaste. To know where animals live, and what type of environment they need to live in – jungle. Explains what jungle animals eat. Can identify which foods are healthy/unhealthy.</p>	<p>Know that children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live (avoid stereotyping).</p> <p><b>Science links:</b> <b>Food:</b> In this unit, children will begin to think about where the food they eat comes from, as well as what forms a healthy diet. They will begin thinking about how animals are used in food production. Also, they can begin learning measuring skills when learning about ingredients used in different food products.</p> <p>Can identify a plant and understand it is a living thing Can say what a plant needs to survive- water, light, food</p>	<p>Can identify similarities and differences between homes in other countries</p> <p><b>Science links:</b> <b>Space:</b> In the unit on Space, children will be encouraged to star-gaze and understand more about what is in Space, and what happens in Space! They will also find out a little more about how Space travel is conducted by learning about rockets!</p> <p>Can identify and sort different materials based on their properties and the results from experiments- float/sinks. Can talk about the similarities and differences between materials- hard/soft Can identify that objects are made of different materials and name objects made from wood, metal, plastic. Can identify and sort different materials based on their properties and the results from experiments- hard/soft Begin to understand why certain materials are better to use for different things- waterproof. Order the seasons Be able to talk about similarities and differences and compare each of the four seasons Children will recognise and name some common sea creatures: whale,</p>
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	<p>feet, hands, eyes, ears, mouth, nose. 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 Children will recognise and name some common animals and insects in the UK: Pets: dog, cat, fish, hamster. Woodland- hedgehog, squirrel, rabbit, fox, badger. <b>RE links:</b> <b>Special People -</b> What makes people special? Christianity, Judaism Can talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p><b>controls the cursor on screen</b>  Can programme simple instructions for the beebot using the arrows Can debug instructions when using the beebot</p>	<p>Recognise and name some prehistoric animals and sort animals into dinosaur / not dinosaur categories. To know what dinosaurs ate and use the words carnivore and herbivore to describe dinosaur eating habits. Know that a scientist is someone that investigates science as their job – paleontologist To recognise and name common animals in the artic: polar bear, penguin, whale, walrus. To know where animals live, and what type of environment they need to live in – arctic. Understand and name different weather Understands that different seasons have different weather- winter Know that there are four seasons in a year and name them- winter Begin to be able to talk about some of the changes in each seasons- winter</p>	<p>Knows how to keep healthy by exercising and eating healthily. To know the effects on exercise on the body. Can talk about the similarities and differences between materials- shiny/ not shiny Can identify and sort different materials based on their properties and the results from experiments- hard/soft, shiny/ not shiny Begin to understand how magnets work and use investigate which materials are magnetic and non-magnetic Understand and name different weather Understands that different seasons have different weather- spring Know that there are four seasons in a year and name them- spring Begin to be able to talk about some of the changes in each seasons- spring <b>RE links:</b> Christian concept – salvation Theme – Easter</p>	<p>Names parts of a plant Knows how to look after a bean plant and grow their own in class. Recognise and name some common insects in the UK: Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee. To know where animals live, and what type of environment they need to live in. Understand how certain animals grow and can talk about their life cycle- butterfly  <b>RE links:</b> Theme – story time. Christianity, Islam, Hinduism, Sikhism. Key question – What can we learn from stories? Can talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>dolphin, fish, octopus, jellyfish, starfish. <b>RE links:</b> Theme: Special Places. Christianity, Islam, Judaism. Key question – What makes places special? Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways. Recognises some similarities and differences between life in this country and life in others.  <b>Computing links:</b> Digital Literacy E-safety -Know that I need to act to same online as I do in school by following the Gold standard rules – -Know that a trusted adult has to supervise the internet -Know that there are strangers online as well as in real life  Children can name an ipad, laptop, camera and computer</p>
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	<p>Recognises that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories including figures from the past. <b>Computing links:</b> Information technology Communication – fine motor skills. Know that typing on a keyboard makes letters appear on the screen Know that a click or move of the mouse controls the cursor on screen</p> <p>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</p>		<p>Can notice and talk about what happens to puddles when it's cold. Begin to understand that when water gets cold enough it freezes and becomes ice. Begin to understand that when ice warms up it melts and changes back to water. Can name their 5 senses- sight, hear, smell, touch, taste Explain what their five senses are used for Uses different vocabulary to describe taste- sweet, sour, salty Can notice and talk about what happens to bicarbonate of soda when you add vinegar, and coca cola when you add mentos – volcanic eruption. <b>RE links:</b> Theme - celebrations Key question – How do people celebrate? Hinduism Can talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Key question – What is Easter? Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognises that people have different beliefs and celebrate special times in different ways. Recognises some similarities and differences between life in this country and life in others. Understand the effect of changing seasons on the natural world around them. <b>Computing links:</b> Computer science Algorithms and Programs</p> <p>Know that a computer can follow instructions by programming a bee bot. Know that computers can look different e.g phone, tv, car ect.</p>	<p>Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways. Recognises some similarities and differences between life in this country and life in others. Compare and contrast characters from stories including figures from the past. <b>Computing links:</b> Digital Literacy E-safety -Know that I need to act to same online as I do in school by following the Gold standard rules – -Know that a trusted adult has to supervise the internet</p>	<p>Children can name the parts of a laptop Children can use a mouse on a laptop Children can switch on a laptop and login using their username and password Children know about keeping safe online and not sharing personal information.</p>
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	<p>on paint software on the IWB</p>		<p>Recognises that people have different beliefs and celebrate special times in different ways. Recognises some similarities and differences between life in this country and life in others. Compare and contrast characters from stories including figures from the past. Understand the effect of changing seasons on the natural world around them.</p> <p><b>Computing links:</b>          Computer science          Algorithms and Programs</p> <p>Know that a computer can follow instructions by programming a bee bot. Know that computers can look different e.g like a computer, phone, tv, car ect.</p> <p>Children can switch an ipad on and off</p>	<p>Can play simple games on the Interactive Whiteboard or an ipad by pressing buttons          Can play simple games on the Interactive Whiteboard or and ipad by dragging and dropping items          Children can independently change games or increase levels of difficulty on games</p>	<p>-Know that there are strangers online as well as in real life</p> <p>Children can record videos on the camera on an ipad          Children can edit photos on an ipad          Erases content and understands how to charge the ipads</p>	
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<b>Expressive arts and design</b>	<p><b>Art links:</b> Drawing, Zentangles – develop creativity and design in controlling patterns with different types of marks.</p> <p><b>Music links:</b> <u>Me!</u> - Find the pulse - Copy-clap the rhythm of names. - Explore high sounds and low sounds using voices and glockenspiels.</p>	<p><b>Design &amp; Technology links:</b> Mechanisms – hinges &amp; catches -create a christmas toy box</p> <p><b>Music links:</b> <u>My Stories</u> - Find the pulse as one of the characters from a song. - Copy-clap the rhythm of small phrases from the songs. - Explore high pitch and low pitch in the context of the songs. -Invent a pattern to go with a song using one note.</p>	<p><b>Art links:</b> Painting - colour mixing, the use of powder paint and the tools and process needed for painting.</p> <p><b>Music links:</b> <u>Everyone</u> - Invent ways to find the pulse. - Copy-clap some rhythms of phrases from the songs. - Explore high pitch and low pitch in the context of the songs. - Use the starting note to explore melodic patterns using one or two notes.</p>	<p><b>Design &amp; Technology links:</b> Structures- Joining Boxes – chair for the three bears</p> <p><b>Music links:</b> <u>Our World</u> - Find the pulse and show others your ideas. - Copy-clap some rhythms of phrases from the songs. - Explore high pitch and low pitch using the images from the songs, - Use the starting note to explore melodic patterns using one or two notes.</p>	<p><b>Art links:</b> Textiles, weaving - introduce the children to simple abstract weaving techniques._Make a cape for Supertato).</p> <p><b>Music links:</b> <u>Big Bear Funk</u> - Find a funky pulse. - Copy-clap 3 or 4 word phrases from the song. - Keep the beat of the song with a pitched note. - Keep the beat of the song with a pitched note. - Add pitched notes to the rhythm of the words or phrases in the song. - Enjoy the playing patterns using a combination of any of the three notes, C, D and E.</p>	<p><b>Design &amp; Technology links:</b> Textiles- weaving - introduce the children to simple abstract weaving techniques._Make a cape for Supertato).</p> <p><b>Music links:</b> <u>Reflect, Rewind and Replay</u> A consolidation of the year’s work, prepare for a performance and look at the history of music.</p>
<b>P.H.S.E</b>	<b><u>Being Me in My World</u></b>	<b><u>Celebrating Difference</u></b>  Children are taught to:	<b><u>Dreams &amp; Goals</u></b>  Children are taught to:	<b><u>Healthy Me</u></b>  Children are taught to:	<b><u>Relationships</u></b>  Children are taught to:	<b><u>Changing Me</u></b>  Children are taught to: Name parts of the body

	<p><b>Children are taught to:</b>                  Understand how it feels to belong and that we are similar and different                  Start to recognise and manage their feelings                  Enjoy working with others to make school a good place to be                  Understand why it is good to be kind and use gentle hands                  Understand children’s rights and know that this means that we should all be allowed to learn and play                  Know what responsible means</p> <p>Additional knowledge:                  Further develop the skills they need to manage the school day successfully-mealtimes                  Further develop the skills they need to manage the school day successfully-personal hygiene</p>	<p>Identify something that they are good at and understand that everyone is good at different things                  Understand that being different makes us all special                  Know that we are all different but the same in some ways.                  Say why they think their home is special to them                  Understand what makes someone a good friend                  Understand which words to use to stand up for themselves when someone says or does something unkind.</p> <p>Additional knowledge:                  Further develop the skills they need to manage the school day successfully, lining up and queuing                  Be increasingly independent as they get dressed and undressed- zip coat up.                  Know and talk about the different factors that support their overall health and wellbeing-safety near bonfires and fireworks.</p>	<p>Understand that if they persevere they can tackle challenges                  Talk about a time that they didn’t give up until they achieved their goal                  Set goals and work towards them                  Use kind words to encourage people                  Understand the link between what they learn now and the job they might like to do when they are older                  Say how they feel when they achieve a goal and know what it means to feel proud.</p>	<p>Understand that they need exercise to keep their body healthy                  Understand how moving and resting are good for their body                  Know which foods are healthy and not so healthy and to be able to make healthy eating choices                  Know how to help themselves go to sleep and understand why sleep is good for them                  Wash their hands thoroughly and understand why this is important before they eat and after they go to the toilet                  Know what a stranger is and how to stay safe if a stranger approaches them.</p> <p>Additional knowledge:                  Make healthy choices about tooth brushing.</p>	<p>Identify some of the jobs that they do in their family and how they feel like they belong                  Know how to make friends and to stop themselves from feeling lonely                  Think of ways to solve problems and stay friends                  Begin to understand the impact of unkind words                  Use Calm Me time to manage their feelings                  Know how to be a good friend</p>	<p>Be able to say some things that they can do and foods that they can eat to be healthy                  Understand that we all grow from babies to adults                  Express how they feel about moving to Y1.                  Talk about their worries and/ore the things they are looking forward to about being in Y1                  Share memories of the best bits of this year in F2.</p> <p>Additional knowledge:                  Know and talk about the different factors that support their overall health and wellbeing- sun safety and safety near water</p>
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	<p>Be increasingly independent as they get dressed and undressed- put coat on.</p> <p>Be increasingly independent in meeting their own care needs- using the toilet, washing and drying their hands thoroughly.</p>					
R.S.E			<p>Importance of friendships</p> <p>Importance of saying sorry and forgiveness</p> <p>Understanding all families are different.</p>			



FLANDERWELL PRIMARY SCHOOL

LONG TERM PLANNING 2022/2023

YEAR GROUP: FS2

PROTECTED CHARACTERISTICS	OTHER OPPORTUNITIES TO LEARN ABOUT, CELEBRATE AND UNDERSTAND P/C THIS TERM E.g. Assemblies, Extra-Curricular Opportunities, Visits...
AGE	ASSEMBLY
DISABILITY	ASSEMBLY - E.g. What is disability?

	GENDER REASSIGNMENT	ASSEMBLY
	MARRIAGE AND CIVIL PARTNERSHIP	ASSEMBLY
1	PREGNANCY AND MATERNITY	ASSEMBLY
	RACE	ASSEMBLY
	RELIGION OR BELIEF	ASSEMBLY
	SEX	ASSEMBLY

	<b>BRITISH VALUES</b>	<b>OTHER OPPORTUNITIES TO LEARN ABOUT, CELEBRATE AND UNDERSTAND BRITISH VALUES E.g. Assemblies, Extra-Curricular Opportunities, Visits...</b>
1	DEMOCRACY	ASSEMBLY P.L.T ELECTIONS/Class vote for...
	RULE OF LAW	ASSEMBLY - E.g. What is disability?
	INDIVIDUAL LIBERTY	ASSEMBLY
	MUTUAL RESPECT	ASSEMBLY
	TOLERANCE	ASSEMBLY