

					FS2 Long term plan for the planned curriculum	
	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and design
Autumn 1: Me and my school	<p>To talk about core books:</p> <p>Build repertoire of songs or rhymes:</p> <p>Vocabulary extension:</p>	<p>Revise and refine fundamental movement skills:</p> <ul style="list-style-type: none"> Rolling Crawling Walking Jumping Running Hopping Skipping 	<p>Reading : Set 1 Sounds/sound blending books</p> <p>Writing:</p> <p>Segmenting words into phonemes: CVC words</p> <p>Sit correctly at the table, holding a pencil comfortably and correctly</p>	<p>Count objects, actions and sounds</p> <p>Subitise</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people that are familiar to them.</p> <p>Draw information from a simple map</p>	<p>Develop colour mixing techniques to match the colours they see and want to represent.</p> <p>Music: Encourage children to keep a steady beat</p>
Autumn 2: Let's celebrate	<p>To talk about core books:</p> <p>Build repertoire of songs or rhymes:</p> <p>Vocabulary extension:</p>	<p>Combine different movements with ease and fluency</p> <p>(EAD) Play music with a pulse for children to move in time with and encourage them to respond to changes.</p>	<p>Form lower case letters correctly</p> <p>CEW: I, my, me, the, to, a Capital letter for the personal pronoun I</p>	<p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Understand that people have different beliefs and celebrate in different ways</p> <p>Understand that some places are special to members of their community</p>	<p>Develop techniques for joining materials, such as how to use tape or glue.</p> <p>Music: Discuss changes and patterns as a piece of music develops</p>
Spring 1: Before I was born	<p>To talk about core books:</p> <p>Build repertoire of songs or rhymes:</p> <p>Vocabulary extension:</p>	<p>Confidently and safely use a range of large apparatus</p>	<p>Reading: Red Ditty, set 1 familiar letter clusters sh, ch, th, ng, nk, ck, ss, ff</p> <p>Writing:</p> <p>How words combine to make sentences</p> <p>Leaving spaces between words e.g. it is hot at the shop</p>	<p>Compare numbers</p>	<p>Comment on images of familiar situations in the past</p>	<p>Music: Play movement and listening games that use different sounds for different instruments.</p>
Spring 2: Once upon a story	<p>To talk about core books:</p> <p>Build repertoire of songs or rhymes: Tiny caterpillar on a leaf,</p> <p>Vocabulary extension:</p>	<p>Confidently and safely use a range of large apparatus</p>	<p>Segmenting words into phonemes CCVC and CVCC words</p> <p>Spelling words containing set 1 sounds</p> <p>CEW: he, she, his, her, you, they, is, has</p> <p>Understand which letters belong to which handwriting families</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Create collaboratively sharing ideas, resources and skills.</p>
Summer 1: All natural	<p>To talk about core books:</p> <p>Build repertoire of songs or rhymes:</p> <p>Vocabulary extension:</p>	<p>Develop and refine a range of ball skills including :</p> <ul style="list-style-type: none"> Throwing Kicking Passing Batting Aiming 	<p>Reading: set 2 sounds. RWI Green/purple</p> <p>Writing:</p> <p>Sequencing sentences to form a narrative (3 sentences e.g. beginning, middle, end) e.g. It went up. It went pop. It has gone.</p>	<p>Explore the composition of numbers to ten.</p>	<p>Explore the natural world.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Encourage children to notice features in the natural world. Help them to define colours, shapes, textures and smells and respond to this.</p> <p>Model how to tap rhythms to accompany words.</p>

Summer 2: The whole wide world	<p>To talk about core books:</p> <p>Build repertoire of songs or rhymes:</p> <p>Vocabulary extension:</p>	<p>Develop confidence, competence, provision and accuracy when engaging in activities with a ball.</p>	<p>Start to use capital letters and full stops to start and finish a sentence</p> <p>Sequencing sentences to form a narrative (3 sentences e.g. beginning, middle, end)</p> <p>Spelling words containing all set 1 sounds</p> <p>CEW: no, go, so, of, be, we, by</p>	<p>Automatically recall number bonds for numbers 0-10.</p>	<p>Recognise some environments that are different to the one in which they live</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Gain an insight into new musical worlds.</p> <p>Discuss changes and patterns as a piece of music develops.</p>
--------------------------------	---	--	--	--	---	---