

Year Group: F2

Date: 2023/2024

Long Term Planning

<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<u>Main Theme</u> Marvellous Me Oracy P1/P2/SE1 and 2/L1	<u>Main Theme</u> Festivals and celebrations Autumn Oracy P1/P2/SE2/L1	<u>Main Theme</u> Where should we go? journeys and transport Oracy L2/C1/C2/SE1/SE2	<u>Main Theme</u> How do things change in Spring? Oracy L2/C1/C2/SE2/C3	<u>Main Theme</u> Going on an adventure Oracy L2/C1/C2/SE2	<u>Main Theme</u> Our Wonderful World- Oracy C3/L1/L2 P1/P2
Christian Values: Respect and Friendship, Thankfulness RE Good News- Jesus Bringer of good news God the creator Christian community-Belonging to the church Incarnation: Christmas		Christian Values: Perseverance and Forgiveness RE Kingdom of God Easter: Forgiveness, Salvation, Resurrection		Christian Values: Trust, Honesty RE Pentecost: Trinity Creation: stewardship Discipleship	
<u>PSED Jigsaw</u> Being me in my world Belonging- feeling welcome My feelings A right to learn Gentle hands being responsible	<u>PSED Jigsaw</u> Celebrating differences What am I good at? I'm special, I'm me Unique/differences My family and my home Using kind words Give and receive compliments Standing up for myself	<u>PSED Jigsaw</u> Dreams and Goals Challenge Perseverance Setting goals- my future Staying positive	<u>PSED Jigsaw</u> Healthy me- healthy choices Teeth Sleep Exercise	<u>PSED Jigsaw</u> Relationships- My family Making friends Falling out Bullying Being the best friend, I can be People who help me	<u>PSED Jigsaw</u> Changing me My Body Respecting my body Fun and Fears- transition to Yr. 1 Making healthy choices Sun safety Road safety
<u>End of Reception Early Learning Goals:</u> Self-Regulation					

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Communication and language

Listening, Attention and Understanding

Speaking

Getting to know you activities
 Practise good sitting and listening skills
 Listen to a range of stories
 Learn and recite nursery rhymes and songs
 Circle time - Sharing familiar experiences
 Understand and answer why questions
 Sing songs and nursery rhymes
 Speak in full sentences
 Share opinions - I like/dislike
 Talk Partners

Communication and language

Listening, Attention and Understanding

Speaking

Listen to and follow instructions
 Ask 'how' and 'why' questions to find out more and check they understand what has been said to them
 Learn and use new vocabulary
 Retell stories
 Describe events in detail
 Expand sentences with connectives
 Learn songs and poems
 Listen to a range of non-fiction books
 Retell an event using time connectives
 Use talk to explain thinking and make predictions

Communication and language

Listening, Attention and Understanding

Speaking

Listen to stories without props or pictures
 Start to use different tenses with greater accuracy
 Follow complex instructions
 Listen to and comment on non-fiction books
 Continue to learn and use new vocabulary
 Form and express opinions based on what has been read to them - relating it to their own lives .
 Articulate ideas and thoughts in well-formed sentences
 Offer explanations for why things might happen, using recently introduced vocabulary

ELG: Listening, Attention and Understanding:

Children at the expected level of development will:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

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<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		
<p>Texts: A little bit brave Stick Man Rosie's walk by Pat Hutchins The Little red Hen Stickman and The Gruffalo Pumpkin soup Non-fiction- Autumn Percy the Park Keeper Stories about families Elmer stories Nursery rhymes and chants What are our favourite stories and why</p>	<p>Texts: Six Dinner Sid One Snowy Night Farmer Duck Can't you sleep little bear? The train ride by June Crebbin The Smartest Giant in Town Home by Carson Ellis The way back home by Oliver Jeffers Here Comes Jack Frost Oliver's vegetables and Enormous Turnip The Hungry Caterpillar</p>	<p>A great big cuddle by Michael Rosen Naughty Kitty by Adam Stower Mr Gumpy's Outing Pirates in the Supermarket Tiddler Ravi's Roar</p> <p>Texts using farms as a setting</p>
<p>Literacy Stick Man Comprehension Listen to and join in with nursery rhymes and phrases from familiar stories Experience and use new vocabulary Understand print carries meaning and how to handle and read books Discuss books we have read and talk about our ideas (including wordless books) Listen to a story and make predictions. Talk about features of a story - characters, setting, events and make links to own life experiences Respond to 'who, where, what and when' questions linked to text Learn about story sequencing - beginning, middle, end Learn how to story map Word reading:</p>	<p>Literacy Oracy L1 Recount RWI- Set 2 sounds, blending, writing cvc words, beginning to write Six Dinner Sid Comprehension: Discuss key events and characters in a story and make predictions using text, illustrations and title. Retell a story using story mapping Using adjectives to describe a character or setting Understand the structure of a non-fiction book is different to a fiction book Talk about our ideas Describe events, characters, settings in a story Retell stories in the correct sequence</p>	<p>Literacy Oracy L1</p> <p>Outcome: to write a letter. develop knowledge of new vocabulary and use it in context. Farm stories: Outcome - Retell/rewrite of the story</p> <p>Comprehension Correctly sequence a story or event using pictures and/or captions. Predict or respond to questions about 'how' and 'why' something is happening in a text. Begin to understand the difference between different types of texts</p>

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<p>RWI daily lessons- set 1 sound's Hear and say the initial sounds in words Begin to decode VC and CVC words</p> <p>Writing Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none">• Write some or all of their name• Write some letters accurately- Understand phoneme/grapheme relationship. <p>Learn and recognise initial sounds- beginning to write them Give meaning to marks Use talk to link ideas, clarify thinking and feelings. Use some recognisable letters and own symbols Write letters and strings, sometimes in clusters like words.</p>	<p>Say how we feel about stories and poems, what parts of the story we liked or disliked; identify favourite characters, events, or settings and say why.</p> <p>Word reading: On-going development through RWI groupings Using a reading finger to track Decode words made up of known letter-sound correspondences to read</p> <p>Writing Create story maps Orally compose a sentence and hold it in memory before attempting to write it Write labels, captions and simple sentences Write from left to right and top to bottom. Continue to form recognisable letters Write VC and CVC words independently using Phase</p>	<p>Identify features of a book and their purpose: front cover, title, back cover, blurb, illustration, illustrator, author.</p> <p>Listen to stories, accurately anticipating key events and respond to what is heard with relevant comments, questions and reactions.</p> <p>Word reading: On-going development through RWI groupings Begin to identify and understand punctuation (exclamation) Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences Independently Read some HFW fluently Read multi-syllabic words Read compound words Read words with adjacent consonants Read back to check understanding Begin to use expression and fluency</p> <p>Writing Orally compose then write labels, captions and sentences linked to focus texts Create story maps Using capital letters, finger spaces and full stops. Extending sentences using 'and' Using adjectives in writing Independently write sentences and stories linked to focus books</p>
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End of Reception Early Learning Goals:

Comprehension

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

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<p>Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing</p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>		
<p>Mathematics</p> <p>Counting, cardinality and ordinality. Subitising numbers to 10. Comparing amounts and objects- same or different. Comparing length - shortest and tallest. Sorting objects into groups, offering an explanation for sorting this way. Exploring repeating patterns (ABC, AAB, ABB)</p>	<p>Mathematics</p> <p>Subitising numbers to 10. The purpose of counting - counting accurately. Number tracks to 10 Part-part-whole relations (Number bonds to 5.) Comparing amounts - Equal or unequal. Representing numbers within 10. Sequencing numbers to 20 (counting beyond 20) Properties of 2D shapes. Doubles Odd and even numbers Capacity and weight.</p>	<p>Mathematics</p> <p>Oracy L2</p> <p>Counting beyond 20. Recall of number bonds to 10. One more and one less. Recalling doubles of numbers within 10. Comparing amounts - More than/fewer than. Names and properties of 3D shapes. Capacity and weight. Length- comparing sizes</p>
<p>Maths texts</p> <p>Mr Big- size A squash and a squeeze, Mr Cat likes to hide in boxes, Mr- capacity A bear in a cave- sequencing and time Spinderella Peace at last</p>	<p>Maths texts</p> <p>One Snowy Night 10 little dinosaurs 10 black dots Pattern bugs Nine naughty kittens Kipper's Birthday Octopants</p>	<p>Maths texts</p> <p>Dear Zoo, The Enormous Turnip, Mr Gumpy's outing Mr Gumpy's motor car How many legs? Mr Archimedes Bath Who sank the boat?</p>
<p>ELG: Number</p> <p>Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Children at the expected level of development will:</p>		

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Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
<u>PE</u> Gymnastics -agility, balance, coordination, strength, flexibility shape, travel, jumping, marching	<u>PE</u> Fundamental skills agility, balance, coordination, throwing, catching, running, kicking	<u>PE</u> Dance Gymnastics- agility, balance, coordination, strength, flexibility travelling/jumping/balancing/rocking and rolling	<u>PE</u> Fundamental skills- agility, balance, coordination, throwing, catching, running, kicking.	<u>PE</u> Athletics and games- team games football skills-kicking, dribbling	<u>PE</u> Athletics and games Sports day races- running, jumping, throwing
Physical Development Spatial Awareness fine motor skills- shapes, tracing, name writing, dough disco making different types of patterns and marks Number/letter formation Scissor skills- straight lines		Physical Development Healthy eating and exercise. Dynamic balance/static balance Co-ordination-Ball skills Balance and agility Static balance Scissor skills- curves and circles		Physical Development Co-ordination with equipment Agility-action and response Games- teams- cooperation Scissor skills- cutting around things- wiggly	
ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.					
EAD Artists Yayoi Kasuma Kandinsky- colour and shape		EAD Artists Oracy-C3 Van Gogh- starry night Andy Goldworthy Matisse- snail		EAD Artists Van Gogh -Sunflowers Paul Klee- shapes	
EAD Small world and role play- Oracy P1 Portraits- me and my family Autumn transient art		EAD Small world and role play- Oracy P2/L1/SE1 Colour mixing Mixed media- watercolour paints, wax and collage		EAD Small world and role play- Oracy SE2/C3 Colour mixing- shades Different textures	

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<p>wax rubbings large mark making and printing- chalk drawing primary colours- mixing Collage- matching shapes Nativity play Music: Beat and Tempo/Loud and quiet Learning new songs (topic linked)</p>	<p>3D model making/junk models Cityscapes-Liverpool and around the world Music: Structure/Texture Different sounds using instruments Identifying musical instruments Making own instruments</p>	<p>Collage Different Sounds using body Wax resist Design, plan and make Patterns Observational drawing-spirals and snails Music: High and low/Timbre</p>
<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>		
<p style="text-align: center;">Understanding the world Autumn term Oracy C1/</p>	<p style="text-align: center;">Understanding the world Spring term Oracy L2/C1/C2</p>	<p style="text-align: center;">Understanding the world Summer term Oracy C4/C1/L1</p>
<p style="text-align: center;">Science strands</p>		
<ul style="list-style-type: none"> • Children can explore the world around them, making observations of colour. • Children can participate in discussions and offer their own ideas using scientific words. • Children can understand some important processes and changes in the world, including colour and how they change by mixing. • Children know about the life cycle of a human, and can talk about how they have changed since they were a baby. • Children can talk about changes they see in Autumn – leaves changing colour, falling from trees. • Children can find out that evergreen and deciduous trees react differently to seasonal change. • Children can use their senses when exploring outside. • Children can explore their school environment and talk about the animals which would live in a woodland setting, including squirrels, hedgehogs, foxes and minibeast. 	<ul style="list-style-type: none"> • Children will identify and record ways to keep themselves healthy. • Children will notice how germs can spread, and understand why it is important to have a clean environment. • Children will understand that they need to eat different foods. • Children will predict what will happen to their body if they exercise. • Children will understand the importance of sleep and can identify different emotions. • Children can talk about changes they see in Winter. • Children will continue to explore outside and make observations. • Children can talk about animals which live in cold places (while looking at Arctic /Antarctic), comparing animals that live in different countries. • Children can explore the properties of ice and changing states of matter. 	<ul style="list-style-type: none"> • Children will explore the natural world around them making observations, and understand some important processes and changes in the natural world around them. • Children will represent a food chain using drawings or pictures, and discuss what a food chain is. • Children will identify some/all of the world's oceans. • Children will understand how pollution might affect ocean life. • Children will discuss how climate change could affect the oceans. • Children understand that they need to care for the natural environment and all living things. • Children understand the importance of recycling. • Children can explore torches to make different shadows and colours. • Children can begin to talk about changes that they see in Summer, including plants and weather changes.

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<ul style="list-style-type: none">• Children can describe some woodland animals which are nocturnal• Children can discuss changes between day and night.	<ul style="list-style-type: none">• Children can talk about changes they see in Spring, including plants which are growing.• Children can name parts of a plant, and understand how to care for growing plants• Children recognise which animals live on the farm, and their produce.• Children can understand the life cycle of animals (butterflies)• Children can describe the natural phenomena of rainbows.	<ul style="list-style-type: none">• Children can talk about animals that live by the ocean and in the ocean.• Children can explore water and states of matter.• Children can sort objects into those that float and sink, creating their own floating object.• Children recognise the importance of water safety.• Children recognise the importance of sun safety.
History strands		
<ul style="list-style-type: none">• Children can talk about members of their immediate family and community.• Children can talk about occupations within their community and the lives of people around them.• Children know that we change as we grow, and that the time when we were babies is in the past.• Children will talk about significant events in their own lives, e.g., birthdays.• Children will learn about Rosa Parks, as part of Black History Month. They will learn that things in the past have not always been fair, and through being brave, people have made the world a better place.• Children will compare and contrast characters within traditional tales and stories set within the past.• Children will learn about celebrations such as Christmas and Diwali and appreciate that these have been celebrated differently for many years in the past.• Children will compare toys from the past and present, noticing differences.• Children will learn about Guy Fawkes, and the story of the Gunpowder Plot whilst celebrating Bonfire Night.	<ul style="list-style-type: none">• Children will know and understand that their grandparents are older than their parents.• Children will begin to be familiar with words and phrases associated with long ago, such as “in the past” or “a long time ago”.• Children will understand that things happened before they were born.• Children will talk about differences and similarities between the world now and millions of years ago.• Children will understand through stories and learn that dinosaurs lived a long time ago.• Children will explore fossils and learn about Mary Anning and her role in learning about Dinosaurs.	<ul style="list-style-type: none">• Children will use appropriate language to describe the past, such as, “in the past”• Children will comment on images of familiar settings within the past – e.g., Bidston Hill, Birkenhead Park.• Children will compare and contrast artefacts from homes when their parents/grandparents were children e.g., telephones, computers, cameras, toys etc.• Children will be able to recall similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Children will compare and contrast significant figures from past and present.• Children will be able to use imagery from the past to prompt discussions.•
Geography strands		

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<ul style="list-style-type: none"> Children know where school is, both the road and town. Children can describe the school area using terms like "next to" Children can look at aerial images of school and describe different things that we see. Children know what a community is, describing shops and other amenities in our community. Children draw simple maps of imaginary settings from stories they know well, e.g. Three Billy Goats Gruff. Children will draw information from a simple map. Children will comment on modes of transport. Children show awareness of different cultural communities, linking to celebrations. 	<ul style="list-style-type: none"> Children will be able to describe their immediate environment. Children will recognise some environments are different from the ones in which they live. Children can discuss features of cold places. Children will learn what life is like in cold countries, including where children live, travel, go to school, clothing etc. Children will explore directional language. Children will explore the city of Liverpool. Children will learn about contrasting environments within our locality – parks vs local streets. 	<ul style="list-style-type: none"> Children will understand how to look after their local environment, including recycling and litter picking (on school grounds) Children will compare environments by sharing photographs of holiday locations. Children will explore Oceans/Seas on World maps/globes. Children will compare different ways of travelling on the sea.
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ELG: Past and Present

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; Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; 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.

ELG: The Natural World

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.





<p><u>Parent Partnership opportunities</u></p> <p>RWI meeting Parents evening</p>	<p><u>Parent Partnership opportunities</u></p> <p>Christmas performance</p>	<p><u>Parent Partnership opportunities</u></p> <p>Maths's workshop</p>	<p><u>Parent Partnership opportunities</u></p> <p>Mother's day assembly? Parents evening</p>	<p><u>Parent Partnership opportunities</u></p>	<p><u>Parent Partnership opportunities</u></p> <p>Father's Day assembly Sports Day School Reports Graduation/celebration</p>
<p><u>Visits/Visitors</u></p> <p>Visit to St Oswalds</p>	<p><u>Visits/Visitors</u></p> <p>Visit to the church Children in need Children In Need -</p>	<p><u>Visits/Visitors</u></p> <p>January Science week- Diversity in science January Bird watch</p>	<p><u>Visits/visitors</u></p>	<p><u>Visits/Visitors</u></p> <p>The Farm</p>	<p><u>Visits/Visitors</u></p> <p>Sports Day</p>

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<p>October National Poetry Day- October Black History Month Harvest festivals: week October/ F2 visit the church</p>	<p>Anti-Bullying/Odd socks^h November Theatre show Christmas Lunches: Wednesday 8th and Christmas Jumper</p>	<p>March WBD- Reading for pleasure March Red Nose Day Easter Service Thursday 28th March</p>	<p>Tuesday 18th Eco/Earth Our Wonderful World Earth Day Sat 21st</p>		<p>Transition</p>
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Reception (4-5 years old)

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To use gesture to support meaning in play. P1</p> <p>To speak audibly so they can be heard and understood. P2</p>	<p>To use talk in play to practice new vocabulary. L1</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. L2</p>	<p>To ask questions. C1</p> <p>To wonder about ideas. C2</p> <p>To use 'because' to develop their ideas. C3</p> <p>To describe events that have happened to them in detail. C4</p>	<p>To listen to others. SE1</p> <p>To take turns to speak. SE2</p>