



Poulton Lancelyn

F2 Long Term Plan 2020/21



| AREA OF LEARNING | | AUTUMN TERM | | SPRING TERM | SUMMER TERM |
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| | | Perceptions of the Past | | Fight for our Future | Know about know |
| | | ‘All about us’ | Once upon a time.... | Our Wonderful World | Off we go.....Let’s explore |
| CHARACTERISTICS OF EFFECTIVE LEARNING | | Playing and Exploring: -Finding out and exploring, playing with what they know, be willing to ‘have a go’ Active Learning: - Bring involved and concentrating, keeping on trying, enjoying what they set out to do Creating and thinking critically:- Having their own ideas, Making Links, Choosing ways to do things | | | |
| Prime Areas | PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Making Relationships Self-Confidence & Self-Awareness Managing Feelings & Behaviour | Heartsmart Unit 1 and 2 | | Heartsmart Unit 3 and 4 | Heartsmart Unit 5 and 6 |
| | | Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. | | | |
| | | Settling in and familiarisation with the EYFS environment, making friends, coping with own needs and feelings. Start to initiate conversations, attend to, and take account of what others say. Start to say what they want and need Understand their own actions affect other people, comfort other children when they are upset or they have upset them. Aware of boundaries set and behavioural expectations | Encouragement of independence, thinking, sharing, and turn taking skills. Building confidence, developing empathy and self-esteem. Explains own knowledge and understanding, ask questions Start to resolve conflicts with other children. Play co-operatively, taking turns Confident to speak to others about own needs, wants, interests, opinions Can talk about themselves Begin to negotiate and solve problems e.g. when someone has taken their toy | Play co-operatively taking turns with others Take into account of one another’s ideas about how to organise their activity. Show sensitivity to others’ needs and feelings. Build positive relationships with adults and children Confident to try new activities and say why they like some activities more than others They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride | |
| | Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. | | | | |

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| Specific Areas | Communication and Language Listening and Attention Understanding Speaking | Maintain attention, concentrate and sit quietly during appropriate activity. Can listen and do for short period of time Follow simple instructions Follow a story without picture or props Extend vocabulary, explore the meaning and sounds of new words Use language to recreate roles and experiences in play situations | Listen and respond to stories anticipating key events. Follow instructions involving two part sequence Understand humour, rhymes or jokes Listens and responds to ideas expressed by others in conversation or discussion. Extend vocabulary, explore the meaning and sounds of new words Stick to the main theme or intention Use talk to organise, sequence and clarify ideas, thoughts, feelings Use story or narrative in their play | Listen attentively in a range of situations Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity. Follow instructions involving several ideas or actions Answer 'how' and 'why' questions about their experiences and in response to stories or events Express themselves effectively and show awareness of the listeners needs. Use past, present and future forms accurately when talking about events that have happened or will happen in future. Develop their own narrative and connect ideas or events |
| | PHYSICAL DEVELOPMENT Moving & Handling Health and Self-Care | Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. | | |
| | | Morning Move it (Wake up Shake Up) Dough Gym Spatial Awareness/Gross motor skills Movement and Dance Learn to hold a pencil and form letters correctly. Able to manage own personal hygiene Make healthy choices | Morning Move it (Wake up Shake Up) Dough Gym Gymnastics and Ball Skills – travel in different ways Hold pencils and other tools correctly. Form recognisable letters and ensure they are correctly orientated Make healthy choices How to keep themselves safe | Morning Move it (Wake up Shake Up) Team Games /Sports Day Athletics – show good control and co-ordination in large and small movements Move with confidence and safely negotiate space Handle equipment and tools correctly including pencils for writing Able to talk about how to stay healthy and show care for themselves Importance of good health, exercise, diet Manage own hygiene and personal needs independently |
| | LITERACY Reading & Writing *POR | Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. | | |
| | | The Great Big Book of Families Lost in the toy museum Dogger Traditional Nursery Rhymes, Jane Hissey Stories – Author Study, Paddington Bear Kipper's Toy Box Just Like Jasper | Stickman Stanley's Stick We're going on a leaf hunt Percy Park Keeper Owl Babies Gruffalo Superworm Yucky Worms Beatrix Potter – Tale of Peter Rabbit and friends, Tidy George saves the day by lunchtime | The Train Ride Anna Hibiscus Song Splash! Anna Hibiscus Blue Penguin Ruby's Worry |
| | MATHEMATICS | Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure. | | |

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| | Numbers Shape, Space and Measures | | Baseline Numbers counting and recognition – counting out from larger group, line up, subitise to 5, regular and irregular SSM 2D Shape SSM Capacity Numbers Addition and Subtraction – 1/lots, more/less, Find totals by counting all | Numbers counting and recognition – count ten frame, 5 and a bit, subitise 5+, PPW – story of number SSM Size and weight Numbers Addition and Subtraction – subtraction as take away, subtractions as difference model, count up /back SSM 3D Shape SSM Time | Numbers counting and recognition – Explore numbers to 20 and above, Teen numbers, Bar models Numbers Addition and Subtraction – More/fewer compare sets, how many more or less, count on or back strategies Numbers Doubling, Halving, Sharing SSM Money Position Direction |
| | UNDERSTANDING THE WORLD (People & Communities/The World/Technology) | | Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment | | |
| | | SCIENCE (The World) | Use senses to investigate the areas around them To know seasons and link to birthdays Weather linked to changing seasons Seasonal Changes Autumn and Winter Keeping Healthy Changes from baby to present day Investigate the materials used to make toys in the past and toys from today Investigate how toys move using simple forces (pushes and pulls) Investigate bath toys floating and sinking | Learn about different materials and sort them into different categories for recycling Garden and woodland animals and their habitats Mini-beasts and make a bug hotel Nocturnal animals Make bird boxes and a wormery The life cycles of trees Identify key parts of a flower Explore light and dark | Learn about animals and their habitats (Africa, Artic, Antarctica) Learn about Melting and freezing properties of ice Floating and sinking investigation Investigate bubbles |
| | | GEOG (The World, People and Communities) | People who help in school/ at home What do I want to be when I grow up? Map/Atlas work – link with Peru and Paddington Bear Where bears come from? Compare with where I live Walt Disney and Where he is from? Toys around the word – What children play with in different countries | Learn about where we live Discuss our travel to school and the impact travel can have on the environment Make a pledge to reduce the impact of our actions on the environment Create simple maps for our journey to school | Talk about journeys we can go to on land, in the air and on the sea. Talk about the types of transport they would use Talk about journeys to different countries we might visit and why we go there Locate hot and cold countries on globe – Africa/Artic/Antarctica Compare similarities and differences between hot and cold countries (weather, environment) Compare to where they live |
| | | HIST (The World People & Communities) | My personal history - Talk about their family and who lives in their house Story of Bonfire Night Why do we remember? (Remembrance Day) Story of Christmas Sorting old and new toys, Toy timelines How toys and games have changed with the use of technology from the past to the present. History of the teddy bear/Famous teddy bears Mystery objects – old and new How have I changed since I was a baby? (Passage of time linked to toys babies play with and what we play with now). Walt Disney | Learn about different jobs that help to look and care for the environment. | Learn about different job roles at home and in other countries Talk about similarities and differences between themselves and others, families, communities and traditions linked to holidays in the past and today Learn about life in a hot and a cold country. Explore different environments F2 and Year 1 (Transition) |

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| Expressive Arts and Design (Exploring Media and Materials & Being Imaginative) | CELEBRATIONS (People & Communities) | When their birthday is? Family customs and routines (Special Events) Bonfire Night & fireworks, Remembrance Day Christmas Celebrations at home and around the world | Chinese New Year Mother's Day St David's Day Easter | St Georges Day Father's Day | |
| | | Technology all around us Give instructions to make a robot move E-safety – How to keep themselves safe Give commands to control a toy Develop Coding skills | Use a camera to take photos of the natural environment and their art work Use QR codes to find out information. Use an app to create an animal. Use paint programme to draw pictures Control and programme a beebot E-safety | Use beebots to instruct and code a robot on a journey Use Ipads to explore QR codes. To take a photo and make a video To record a caption Use the internet to find out information E-safety | |
| | RE (Linked to the Wirral Agreed Scheme of Work) | | I'm Special / My Feelings Christmas (A special Baby) | Jesus a special person in a special book Easter (New Life) | Helping |
| | ART & DT | Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. | | | |
| | | Firework pictures Painting self portraits Colour mixing Draw their family Using Tools/ Scissor skills Make a moving Dogger Toy Making marmalade sandwiches Design and make a glove puppet Drawing favourite toys Observational drawing of a teddy bear Andy Warhol – Toy Prints – Wax resist activities Design baby toys/action figures Drawing | Design, make, evaluate our own recycled musical instruments Create 3D stickmen linked to the book Plan, design and make bird house Make binoculars Make a sock worm Design, make and evaluate a den Design, make and evaluate a structure to protect Mr McGregor's carrots. Create junk models | Create artwork in the style of Stephen Lambert (author of The train ride) of their journey's Explore colour mixing warm and cold colours Explore the work of Esther Mahlangu (African Artist) and create Ndebele artwork Create Artic and Antarctica landscapes using Ted Harrison's and Petr Horacek work Learn about colours and emotions through Picasso blue period | |
| | | ROLE PLAY | Permanent Home Corner Toy Shop Santa's Toy Workshop | Permanent Home Corner Outdoor Role Play – Percy Park Keeper | Permanent Home Corner Outdoor Role Play – Train Station, Safari |
| | MUSIC | Explore rhythmic sounds with their body to create movement. Clap repeating patterns Investigate how to play different instruments – tap, shake etc. Use body and instrument sounds to make patterns Listen and respond to music – Walt Disney Fantasia and Tchaikovsky Nutcracker Sing songs, chant rhymes and nursery rhymes | Explore sounds that different instruments make Perform using instruments to make sound effects for a story Make recycled instruments Listen to Louis Armstrong's 'What a wonderful World' and respond Sing songs and rhymes Explore rhythms using sticks and drums | Listen, respond and play instruments Listen to music and sing songs Listen and use our senses to describe the music we can hear. Benjamin Britten's four sea interludes 'Dawn' Learn a call and response African song Investigate African instruments Use instruments to represent emotions | |