



## EYFS Long Term Planning: FS2

Area		Characteristics of effective learning	Playing and exploring, Active Learning, Creating and thinking critically					
Learning and Development			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Curriculum Driver</b>	Positive Relationships Teamwork	Real life experiences	Literate	Well being	Numerate and self-belief	
		<b>Vehicle/Topic</b>	<b>Join the Team/ I am AWESOME</b>	<b>Celebrations</b>	<b>Stories</b>	<b>Growing</b>	<b>Expeditions</b>	
		<b>Subject Focus</b>	PSED, all characteristics of learning	PSED, People and Communities, Understanding the World, Communication and Language	Writing, T4W, PSED, Communication and Language	Understanding the world, PSED	Understanding the world, People and communities, Expressive Art and Design, Communication and language	
Prime Areas	Personal Social and Emotional Development	<b>Jigsaw</b>	<b>Being me in my world</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
		Making relationships	Understands that own actions affect other people for example becomes upset or tires to comfort another child when they realise they have upset them. Aware of the boundaries set and of the behavioural expectations in the setting. Beginning to be able negotiate and solve problems without aggression e.g. when someone has taken their toy.			Initiate conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflict with other children  Confident to speak to others about own needs, wants, interests and opinions Can describe self in positive terms and talk about abilities.		
		Self-confidence and self-awareness						
		Managing feelings and behaviour						
	Physical Development	Moving and handling	Experiments with different ways of moving Jumps off an object and lands appropriately Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.					
	Health and self-care	Eats a healthy range of foodstuffs and understands need for variety in food Usually dry and clean during the day Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows understanding of how to transport and store equipment safely Practices some appropriate safety measure without direct supervision.						
	Communication and Language	Listening and attention	Maintains attention, concentrates and sits quietly during appropriate activity. Two channelled attention- can listen and do for a short span					
		Understanding	Responds to instructions involving a two part sequence. Understands humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props					
		Speaking	Listens and responds to ideas expressed by others in conversations or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking ideas feelings and events Introduced a storyline or narrative into their play					
	Literacy	Reading	Continues a rhyming string Hears and says initial sounds in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them.			Begins to read words and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Enjoys an increasing range of books		Children read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.

Specific Areas			Links sounds to letters, naming and sounding the letters of the alphabet.	Knows that information can be retrieved from books and computers.	Demonstrate understanding when talking with other about what they have read.	
		Writing	Gives meaning to marks they make as they draw, write and paint. Continues a rhyming string. Hears and says the initial sounds in words. Writes own name.	Can segment the sounds into simple words and blend them together. Uses some clearly identifiable letters to communicate meaning representing some sounds correctly in the sequence. Writes things such as labels, captions	Attempts to write short sentences. Links letters, naming and sounding the letters of the alphabet. Begins to break the flow of speech into words. Use phonic knowledge to write words in ways which match their spoken sounds. Children write some common irregular words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	
	Maths	Number	Recognise some numerals of personal significance. Recognises numbers 1-5. Counts up to three or four objects by saying one number for each item. Counts actions or objects which cannot be moved. Uses language or 'more' and 'fewer' to compare two sets of objects. Finds total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records using marks that they can interpret and explain.	Counts actions or objects which cannot be moved. Counts objects to 10 and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1-5. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses language or 'more' and 'fewer' to compare two sets of objects. Finds total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. Records using marks that they can interpret and explain.	Counts actions or objects which cannot be moved. Counts out up to six objects from a larger group. Uses language or 'more' and 'fewer' to compare two sets of objects. Finds total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. Records using marks that they can interpret and explain. Children count reliably with numbers from 1-20. Children solve problems including doubling, halving and sharing.	
		Shape space and measure	Beginning to use mathematical names for 'solid'; 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money.	Beginning to use mathematical names for 'solid'; 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Orders two or three items by length or height. Orders two items by weight and capacity. Orders and sequences familiar events. Measures short periods of time in simple ways.	Can describe their relative position such as 'behind' or 'next to'.	
	Understanding the World	People and communities		Enjoys joining in with family customs and routines		They know that other children don't always enjoy the same things and are sensitive to this.
		The world			Looks closely at similarities and differences patterns and change	
		Technology	Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software			
	Expressive Art and Design	Exploring and using media and materials	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours.	Explores and experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve planned effect. Constructs with a purpose in mind using a variety of resources.	Use simple tools and techniques competently and correctly. Selects appropriate resources and adapts work where necessary. Selects tools and techniques to shape, assemble and join materials that they are using. Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
		Being imaginative	Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings ideas or experience. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme.	Introduces a storyline or narrative into their play	Plays cooperatively as part of a group to develop and act out a narrative. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	
	British Values		Mutual respect, Rule of Law, Individual Liberty, Tolerance, Democracy			
Shared Values		Compassion, Perseverance, Respect				
Hooks and outcomes	Chatter boxes	Toy party	Bedtime stories- pjs	Magic beans and giant footprints in the classroom	Depends on expeditions!- dinosaur, space, under the sea, jungle, desert, plains, caves, urban environments	
Class Assemblies/Parent events	Class café	Nativity	World book day	Plant sale	Class Assemblies	
Visits/visitors	Shop		Storyteller Library	Bug man	Space dome? Beach?	
Shared opportunities		Make piñatas with year 2			African visitor Shared playtime	