

# Foundation Stage 2 Long Term Plan 2016 -17

	<b>Autumn</b> <i>Ourselves &amp; People who help us</i>	<b>Spring</b> <i>How does you garden grow and Marvellous minibeasts</i>	<b>Summer</b> <i>Fairy tales</i>
<b>Communication &amp; Language</b>  <b>Literacy</b>	<ul style="list-style-type: none"> <li>* Developing speaking and listening skills</li> <li>* Recognising and writing names</li> <li>* Introduction to initial sounds and blends of phonics programme (letters and sounds)</li> <li>* Identifying initial sounds in words</li> <li>* Blending sounds together to build simple words</li> <li>* Using letters to communicate meaning &amp; beginning to write for a purpose, e.g. shopping lists, cards, messages, etc</li> <li>* Listening to a range of familiar stories and rhymes</li> <li>* Introduction to reading scheme</li> <li>* Reading topic related stories and non fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>* Developing speaking and listening skills</li> <li>* Continue to practise writing names – Christian and surnames</li> <li>* Letters and sounds</li> <li>* Phonics – blending together to make simple words and beginning to form simple sentences</li> <li>* Writing for a range of purposes, e.g. invitations, simple captions and labels, lists, etc</li> <li>* Developing reading skills and recognition of high frequency words</li> <li>* Listening to a range of stories and rhymes</li> <li>* Reading topic related stories and non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>* Continuing to develop speaking and listening skills</li> <li>* Letters and sounds</li> <li>* Phonics – blending together to make simple words and building sentences</li> <li>Introduction of finger spaces and full stops</li> <li>* Writing for a range of purposes, e.g. messages in bottles, posters, simple stories, captions, labels, postcards, etc</li> <li>* Continuing to develop reading skills and recognition of high frequency words</li> <li>* Listening to a range of stories and rhymes</li> <li>* Reading topic related stories and non-fiction books</li> <li>* Fairy tales</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>* Reciting numbers, counting and recognising numbers</li> <li>* Estimating</li> <li>* 2d and 3d shape</li> <li>* Position</li> <li>* Distance</li> <li>* Repeating patterns</li> <li>* Addition and subtraction – one</li> </ul>	<ul style="list-style-type: none"> <li>* Reciting numbers, counting and recognising numbers</li> <li>* Estimating</li> <li>* Ordinal numbers</li> <li>* 2d and 3d shape</li> <li>* Data handling</li> <li>* Position</li> <li>* Distance</li> <li>* Pattern</li> <li>* Addition and subtraction –</li> </ul>	<ul style="list-style-type: none"> <li>* Reciting numbers, counting and recognising numbers</li> <li>* Estimating</li> <li>* Addition and subtraction – counting on and back, and doubling, halving and sharing.</li> <li>* One more/less than numbers to 10</li> <li>* 2d and 3d shape</li> </ul>

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	<p>more/less than a group of objects</p> <ul style="list-style-type: none"> <li>* Measuring height and length</li> <li>* Money</li> <li>* Time</li> </ul>	<p>beginning to count on and back.</p> <ul style="list-style-type: none"> <li>* One more/less than sets of objects and numbers to 10</li> </ul> <p>Beginning to double, halve and share.</p> <ul style="list-style-type: none"> <li>* Measuring weight</li> <li>* Money</li> <li>* Time</li> </ul>	<ul style="list-style-type: none"> <li>* Data handling</li> <li>* Pattern</li> <li>* Measuring capacity</li> <li>* Position and direction</li> <li>* Distance</li> <li>* Money</li> <li>* Time</li> </ul>
<p><b>Understanding the World</b></p>	<p><b><u>The World:</u></b></p> <ul style="list-style-type: none"> <li>* All about me, our bodies, babies and growing, the senses, favourite food and healthy eating (Fair trade and Master chef visit), Looking after pets.</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>* Interactive whiteboard activities</li> <li>* Playing games on the computers and I pads</li> <li>* E-Safety</li> <li>* Roamer activities.</li> </ul> <p><b><u>People &amp; Communities</u></b></p> <ul style="list-style-type: none"> <li>* The home and school environment</li> <li>* Recycling</li> <li>* Our homes and families – finding out about family traditions and celebrations, e.g. Christmas</li> <li>* Talking about and celebrating special events in our lives.</li> <li>* Favourite toys</li> <li>* People who help us – Exploring jobs of doctors, police, fire fighters etc</li> </ul>	<p><b><u>The World:</u></b></p> <ul style="list-style-type: none"> <li>* Plants and flowers – naming different parts, planting sunflower seeds and daffodil bulbs and observing changes which occur, creating tray gardens</li> <li>* Spring walks around the school</li> <li>* Minibeasts – investigating a variety of minibeasts and go on a minibeast hunt around the school, minibeast lifecycles</li> <li>* Honey sandwiches</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>* Interactive whiteboard activities</li> <li>* Using computers I pads to play games</li> <li>* Taking photos using cameras and making videos using I pads</li> <li>* E-Safety</li> </ul> <p><b><u>People &amp; Communities</u></b></p> <ul style="list-style-type: none"> <li>* Investigating gardens and the job of a gardener</li> <li>* Celebrating Spring festivals, e.g. Chinese New Year, Easter, etc</li> </ul>	<p><b><u>The World:</u></b></p> <ul style="list-style-type: none"> <li>* The sea – comparing different environments and investigate how to look after the sea</li> <li>* Investigate and explore a variety of sea creatures</li> <li>* Magnetic fishing</li> <li>* Floating and sinking</li> <li>* Transport &amp; Journeys</li> <li>* Learn about Space and the planets</li> <li>* Olympic activities</li> </ul> <p><b><u>Technology:</u></b></p> <ul style="list-style-type: none"> <li>* Use of I pads to enhance learning</li> <li>* Use of small world play toys to make up stories and make video presentations.</li> </ul> <p><b><u>People &amp; Communities:</u></b></p> <ul style="list-style-type: none"> <li>* Holidays – sharing past holiday experiences</li> <li>* Transport</li> <li>* Learning about astronauts and pilots</li> <li>* Olympic activities</li> </ul>

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<p><b>The Way, The Truth and The Life</b></p>	<p><b>God's world</b> – To know and understand that God cares for each and every one of us and to reflect on this.</p> <p><b>God's family</b> – To be aware that God made all the people in the world to be part of his family and that we are part of that family too.</p>	<p><b>Getting to know Jesus</b> – To know that Jesus loves each and every one of us.</p> <p><b>Sorrow and Joy</b> – To understand that we are capable of hurting others and that we should always try to be kind to each other.</p>	<p><b>New Life</b> – To know the story of Jesus appearing to Mary Magdalene when he rose from the dead and begin to understand why this story is important.</p> <p><b>The Church</b> – To know that we call the church the family of God and that we can all belong to this family.</p>
<p><b>Physical Development</b></p>	<p>* <b>Gymnastics:</b> Spatial awareness &amp; use of climbing frames</p> <p>* <b>Dance:</b> Fireworks</p> <p>* <b>Games:</b> Chasing and dodging</p> <p>* <b>Health &amp; Self Care:</b> Being healthy, healthy eating, Learning how to use equipment safely, Dressing and undressing</p> <p>* <b>Moving and Handling:</b> Developing motor skills through various activities. Letter and number formation</p>	<p>* <b>Gymnastics:</b> Body awareness &amp; use of climbing frames</p> <p>* <b>Dance:</b> Chinese dancing</p> <p>* <b>Games:</b> Sending and retrieving</p> <p>* <b>Health and Self Care:</b> Continue to talk about healthy eating, fruit and vegetables etc, continue to practise using equipment safely</p> <p>Dressing and undressing</p> <p>* <b>Moving and Handling:</b> Continue to develop motor skills through various activities</p> <p>Letter and number formation</p>	<p>* <b>Gymnastics:</b> Spatial awareness &amp; use of climbing frames</p> <p>* <b>Dance:</b> Holidays</p> <p>* <b>Games:</b> Travelling with a ball and sports day activities</p> <p>* <b>Health and Self Care:</b> Staying healthy and safe, using equipment safely, dressing and undressing</p> <p>* <b>Moving and Handling:</b> Continuing to develop motor skills through activities such as salt dough sea creatures modelling, net weaving, invisible writing etc</p> <p>Letter and number formation</p>
<p><b>Expressive arts and design</b> – Exploring and using media and materials and being imaginative</p>	<p>* Drawing and painting pictures of ourselves</p> <p>* Junk model and construction houses</p> <p>* Acting out familiar stories, e.g. 'The three little pigs'</p>	<p>* Printing patterns</p> <p>* Collage and seed flowers – Vincent van Gogh's sunflowers and Monet's garden.</p> <p>Create an outdoor art gallery</p> <p>* Creating tray gardens</p>	<p>* Seascapes</p> <p>* Bubble paintings</p> <p>* Shell rubbings</p> <p>* Handprint jelly fish</p> <p>* Pizza planets</p> <p>* Making kites</p> <p>* Building rockets using junk modelling materials and</p>

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	<ul style="list-style-type: none"> <li>* Indoor and outdoor role play – house, shop, police station, doctors surgery, etc</li> <li>* Singing a variety of nursery rhymes and action songs</li> <li>* Introduction to musical instruments</li> <li>* Pop project visit</li> </ul>	<ul style="list-style-type: none"> <li>* Model minibeasts</li> <li>* Imaginative play – acting out stories, e.g. 'Jack and the beanstalk'</li> <li>* Bug ball</li> <li>* Indoor and outdoor role play – garden centre etc</li> <li>* Design seed packets</li> <li>* Make seed shakers and investigate sound</li> <li>* Music – story telling</li> </ul>	<ul style="list-style-type: none"> <li>construction kits.</li> <li>* Acting out stories such as 'Whatever next' and 'The rainbow fish'</li> <li>* Indoor and outdoor role play – space station and pirate ships</li> <li>* Music – Nursery rhymes</li> <li>* Using a variety of instruments to make sea and space sound effects</li> <li>* Superheroes</li> <li>* Olympic activities</li> </ul>
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**Key:** Prime areas of learning Specific areas of learning

## Ideas for parents;

**Keep checking your child's reading record and learning journey and please contribute!**

**Reading books, spellings and phonics will be sent home and should be completed.**

**All the time, at home, in the shops, in the community....please keep counting, looking for sounds, spelling and exploring the local environment!**

**Try family visits to shops, local buildings, the Boat Museum, local parks, family and civic events....all to make your child's foundation year a rounded and holistic year of learning!**

**Make a lovely reading and writing desk somewhere at home for your child, with all kinds of envelopes, paper, pens and writing utensils. Why not add forms from the Post Office, tickets, stampers....have a little theme to the writing area....maybe the post office or the shop, a restaurant or a little school....it's perfect for their imagination, language and writing development!**

**IF YOU HAVE ANY CONCERNS AT ALL....OR WOULD LIKE ANY SUPPORT.....COME AND SEE US ANYTIME!**

**We will be having drop ins and 'stay and play' sessions this term. THANK YOU!**