







F2 Long Term Plan 2024-26

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Wonderful Woodlands 	People Who Help Us 	Blast off into Space 	Would a dinosaur make a good pet? 	Can we grow something as tall as the sky? 	Let's step into Julia Donaldson's Library 
Focus Topics	All about Me My family Who lives in the woods? All about woodland animals Shh we have a plan	Let's save Supertato My community Who helps me? Winter Who celebrates Christmas, how and why?	Our solar system Astronaut Training Beegu Looking after our planet	Dinosaur Eggs What is a carnivore? Becoming a palaeontologist What makes a good pet? Easter celebrations	What is a mini-beast? Hungry Caterpillar Growing beans and sunflowers Jack and the Beanstalk story telling	Superworm Snail and the Whale The troll Pirates All about the seaside Transition to Year 1
Wow moments/key Events	Settling In Opening the Woods Black History Month National Poetry Day Diversity Dress up	Spooky Week Remembrance Day Perform visit Bonfire Night Christmas performance	Lunar New Year Number Day E-safety Day Children's Mental Health Week	World Book Day Science Day Mother's Day Easter Egg Roll	Caterpillar transformation Visiting year 1 Taking Part in Opal Lunchtimes Father's Day	Sports Day Fit Healthy Happy Week Transition Day
Fundraising		Christmas bake sale	Easter Egg hunt			
Trips and Visits	Stay and play	Fire service visit	Planetarium Visit	Wollaton Hall trip	Parent/ carer minibeast hunt and woodland activities	Seaside Day

Values		Kindness and Empathy Singing and making Christmas cards for local care home				
Key Texts	The colour monster Pete the Cat Shh We have a plan	Room on the Broom Supertato Community and occupations non-fiction books	Beegu Non-fiction texts about Space	Jacob O'reilly wants a pet Dinosaur non-fiction texts	The hungry Caterpillar Butterfly Butterfly Jack and the Beanstalk	Superworm Snail and the Whale The troll Seaside/sea creature non-fiction texts
Areas of Learning						
Communication and Language	Listen to a range of stories. Sharing familiar experiences. Understand and answer why questions. Sing songs and nursery rhymes. Speak in full sentences. Share opinions – I like/dislike.	Learn and use new vocabulary. Listen and respond. Speak in full sentences. Understand and respond to questions. Learn songs and nursery rhymes.	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 song, poems and nursery rhymes.	Listen to stories without props or pictures. Listen to a range of non-fiction books. Retell an event using time connectives. Use talk to explain thinking and make prediction. Learn and use new vocabulary. Use different tenses.	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.	Articulate ideas and thoughts in well-formed sentences. Offer explanations for why things might happen, using recently introduced vocabulary. Use new vocabulary in different contexts.
ELG	ELG Listening, Attention and Understanding: 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. Holding conversation in back and forth exchanges with adults and peers. ELG Speaking: 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. Sharing experiences from their lives using full sentences including use of past, present and future tenses					
Personal, Social Emotional Development (see additional RSHE Planning)	Managing feelings and behaviour, learning rules and boundaries, making friends and knowing your friends names.	Confident to try new activities). Explains own knowledge and asks questions of others. Show sensitivity to others needs.	Can say why they liked some activities more than others. Will talk in a familiar group. Children talk about how they and others show	They say when they do or don't need help. Talk about own and others behaviour and know some behaviour is unacceptable and they understand and	They take account of each other's ideas when organising an activity. They are confident to speak in a familiar group and talk about their ideas	They are confident to speak in a group. They can talk about plans they have made to carry out activities and adjust them. They resolve

			feelings and talk about their own and others behaviour.	follow the rules. They take steps to resolve conflict.	and choose resources they need.	minor disagreements with a fair solution.
ELG	<p>ELG Self-Regulation: 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.</p> <p>ELG Managing Self: 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.</p> <p>ELG Building Relationships: 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.</p>					
Physical Development (See additional PE long-term plan)	Experimenting with different ways of moving: climbing, jumping, crawling, hopping, skipping (obstacle courses – focus on core strength) Parachute games. Using equipment safely.	Begins to form recognisable letters, uses a pencil and holds it effectively to form letters. Shows understanding of how to transport equipment. Practises some appropriate safety without direct supervision. Show preference for dominant hand.	Experiment moving in different ways on equipment. Move confidently, mount and dismount equipment safely (jump and land safely) Travel with skill under, over, through and around equipment. Use scissors Use an effective pencil grip.	Negotiate space successfully, adjusting speed and changing direction to avoid obstacles. Show increasing control over an object: throwing, catching, kicking, passing, batting, aiming. Hold a pencil effectively with a comfortable grip and form recognisable letters.	Use equipment safely. Develop over-all body strength, co-ordination, balance and agility and apply in a range of activities. Begin to safely use games equipment. Begin to participate in team games. Continue to develop pencil grip and letter formation Increased accuracy when drawing.	Use core muscle strength to achieve good posture required for sitting at a table to write. Demonstrate strength, balance and coordination when playing; Move energetically and competently. Form letters correctly (lower case and some capital letters) Draw pictures that are recognisable.
ELG	<p>ELG Gross Motor: 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.</p> <p>ELG Fine motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. 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</p>					
Literacy	Understand print carries meaning and how to handle and read books. Discuss books we have read and talk about our ideas. Talk about	Listen to a story and make predictions. Talk about features of a story – characters, setting, and events and make links to own life experiences. Can	Discuss key events and characters in a story and make predictions using text, illustrations and title. Use adjectives to describe a character or setting. Begins	Use phonic knowledge to decode regular words and read them aloud. They read some common irregular words. They demonstrate	Correctly sequence a story or event using pictures and/or captions. Predict or respond to questions	Retell the main events of a text in the correct sequence, using own words and include new vocabulary. Read simple

	characters and events in a story. Hear general sound discrimination and be able to orally blend and segment. Hear and say the initial sounds in words. Give meaning to marks. Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and stories can be written down. Name writing, writing initial sounds, drawing and labelling.	segment sounds in simple words and blend them together. Understand phoneme/grapheme relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Orally compose a sentence and hold it in memory before attempting to write it.	to read sounds and simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Write from left to right and top to bottom. Continue to form recognisable letters. Writes own name and labels and captions.	understanding when talking with others about what they have read. Use phonic knowledge to write words to match spoken sounds. They write irregular common words (woodland/red words). They write simple sentences that can be read by themselves and others.	about 'how' and 'why' something is happening. They write simple sentences which can be read by themselves and others. They write simple sentences which can be read by themselves and others. Some words spelt correctly and others phonetically plausible.	sentences. They read some common irregular words. They demonstrate understanding when talking with others about what they have read. They read phonically regular words of more than 1 syllable. They can describe main events in a story. Some words spelt correctly others phonetically plausible. They write simple sentences which can be read by themselves and others. Make phonetically plausible attempts when writing more complex unknown words.
ELG	ELG Word Reading: Reading and understanding sentences with fluency including some common exception words. 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. ELG Writing: Writing simple sentences and phrases that can be read by others. 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.					
Mathematics	(See additional Maths overview and medium term plan)					
Understanding the world	Recognises and describes special events for family and friends. Shows interest in the lives of people important to them. Enjoys joining in with routines. Talks about some of the things they have observed.	Talks about past and present events in their own lives. Enjoys joining with family customs (Halloween, Diwali, bonfire night, Christmas).	Know about similarities and differences between themselves and others. They talk about their own environment and how environments vary.	They know other children don't always enjoy the same things and are sensitive to this. They make observations of animals and plants and explain why some things occur, and talk about changes.	Children know about similarities and differences between living things (They make observations of plants and talk about why things they occur. Shows care and concerns for living things in the environment	They can describe some actions which people in their own community do that help to maintain the area they live in. They are familiar with basic scientific concepts, floating, sinking and experimentation.

ELG	<p>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.</p> <p>ELG People, Culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.</p>					
Expressive Arts and Design	Begin to experiment with and mix colours to paint. Draw self-portraits. Develop joining, cutting and sticking skills. Join in with role play games and use resources available for props Build models using construction materials Join in with songs	Builds a repertoire of songs and dances, explores sounds of different instruments. Experiments with different textures. Creates simple representations of events, people and objects.	Use different textures and materials. Select the tools and techniques they need to assemble materials they are using. Role play using props. Experiment with different movements and rhythm	Create observational drawings. Use different textures and materials to create collages of the Design and make objects, thinking about form and function. Express different emotions through movement and rhythm. Use a wide range of props to role play.	Explore and refine a variety of artistic techniques to express ideas and feelings. They represent their own ideas, thoughts and feelings through design and each, art, music, dance and role-play.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Listen attentively, move to and talk about music, expressing their feelings and emotions
ELG	<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.</p> <p>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>					
Assessment	New starter baseline National Reception Baseline Assessment (RBA) Observations added to Dojo Books Benchmark Reading Level Woodland Word Assessment	RWI assessment Observations added to Dojo Books progress meetings (parents/carers) Home grown children data input Woodland Word Assessment	Observations added to Dojo Books Woodland Word Assessment	RWI assessment Observations added to Dojo In-house data (ALL children) Progress meetings (parents/carers) Books Benchmark Reading Level Woodland Word Assessment	Observations added to Dojo Books Woodland Word Assessment	RWI assessments All children benchmarked by July Books Transition Notes/Meetings Woodland Word Assessment End of year Reports End of year data submitted to LA End of year data shared with Year 1

