

Mixed F1 & F2 Long Term Plan



Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive

Characteristics of learning



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead Question	What makes me special?	How do we celebrate?	What is your favourite animal?	How can we make the world a happy place to live in?	Where could my imagination take me?	What's the next big adventure?
Topic Focus	Rules and routines Self Eastwood Family Feelings Harvest	World EYFS rhyme week Remembrance day Christmas Children in need Birthdays	Chinese New Year Places and animals Mini beasts Farm Wild Pancake day	World book day Planting People who help us Eid Easter	Transport Traditional tales Space Dinosaurs	Life cycles Holidays (Beach day) Under the sea Hot and cold Moving into F2/ Year 1 Conquering our fears Health and well being
Key Questions/ learning	Who am I? What do I look like? Do we look the same? What are my body parts? Where do I live (Eastwood, house, flat etc) What are senses? What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts.	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, Bonfire Night. Which celebrations are important to me?	How do people celebrate new year? What kind of animals are there? Which ones are your favourite? What are the names of animal young? What is the difference between farm and domestic animals? What do you notice about Chinese new year? How do animals survive? What food produce do we get from animals? How are animals looked after? What is a farmers job?	What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them? What are some jobs that you know? What is special about a doctor/ fire firefighter etc? What is a season?	What is a book? How do I handle books carefully and look after them? What is a story? How can I listen carefully to a story? Can I use pictures to help me tell a story? Can I act out a story? Can I use props to help me retell a story? Can I sequence a story? What is my favourite story? Can I use books to help me find out information? What is a traditional tale? What are characters?	What is the beach? What are shells? What lives in rockpools? What is the sea? What is water? Where does it come from? Why and how do people travel on the sea? Why and how do people travel under the sea? What lives under the sea? What is a life cycle? How do plants grow?

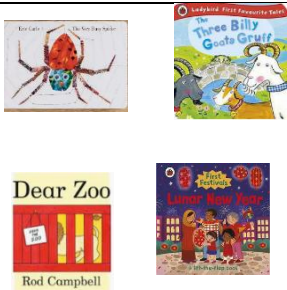
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	How do we use our senses?	Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)		How is Spring different to other seasons? How many minibeast can I find? What job would you like when you grow up? What equipment does each job need? Why are jobs important? What are some similarities and differences between jobs?	Are all characters the same? How do the characters feel in the different stories? What is a setting? Are all settings the same? What is the beginning, middle, end of a story? What were stories like many years ago? Can I retell a story in my own words? Can I make up my own story and write it?	What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a minibeast? How can I find out more about them? What do I already know about the sea? What would I like to find out? How can I find out this information? What could I find under the sea? Are there only sea creatures or other things? (Seaweed, shipwrecks etc). What could I learn about sea creatures? Are they all the same? How are they different?
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						Who uses the sea? (Past and present (sailors, pirates etc). How can I help look after the sea?
Wow Starter/ experiences/ enrichment	Bringing photographs in from home Grandparent day Taking healthy food to the food bank for harvest. Make vegetable soup Decorating biscuits	Teeth cleaning Make a birthday cake Have a party Nativity Visit library Walk to centotaph Visit to church	Donkey experience Chinese New Year- Prawn cracker and noodle tasting Pancake day- Making and tasting pancakes	Fire engine visit Nurse / doctor visit Dental nurse visit Police visit Vet visit Mother's day Planting cress seeds Tree planting	Trip to Bluebell/ Whitepost farm (recap on farms/ animals) (Child led) Story teller visitor Greens windmill trip- Little Red Hen Making bread Visit Library Planting vegetables and plants Making biscuits Library visit	Caterpillars to observe grow and release as butterflies. Beach day Father's day
FOREST SCHOOL						
Community links	Visit local library Take food parcels to foodbank Grandparent day	Parents join us on cenotaph visit Nativity play for parents. Visit to Xmas tree & library. Church visit. Christmas dinner with families	Visit local library.	Fire engine visit Nurse, police, doctor, vet, fire fighters coming into school Invite parents to share occupations Reading café for World book day. Healthy living week Mother's day afternoon tea Tree planting	Visit to the library.	Celebration assembly Family trip to Colliers wood Walk to Heron to buy ice lollies. Goodbye picnic Father's day Transition visits to year 1.
School values	Respect - respect for everyone around us and	Resilience - learning how to become a resilient	Kindness - showing kindness and consideration for	Curiosity - develop question and wonder for the things around	Kindness - showing care for the environment, people,	Aspiration - for the places around us and

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	people's belongings.	learner	others	us in our local area and in other areas.	animals and insects within it.	the opportunities in life we could have and for the things we will achieve – link to moving to year 1.
British values	The Rule of the Law	Rule of the Law	Individual Liberty	Mutual Respect	Democracy	Tolerance
Quality text F1						
F1 rhymes F1 and F2	Wind the bobbin up Old mc Donald Incy wincy The grand old duke of York Twinkle twinkle Hickory dickory dock 5 little monkeys Humpty dumpty 1 potato 2 potato 3 potato Tommy thumb Head shoulders knees and toes If you're happy and you know it Ring a ring a roses (consolidation & xmas songs)		Baa baa black sheep Big ship sails 1,2,3,4,5 once I caught a fish Hey diddle, diddle 5 little ducks Jack and Jill 5 currant buns in a bakers shop Little bo peep I've got a body It's raining its pouring (consolidation)		The sun has got his hat on Oh mr sun 5 little men in a flying saucer Tiny caterpillar on a leaf Here is the beehive When goldilocks went to the house of the bears Row row row your boat The wheels on the bus A sailor went to sea There's a worm at the bottom of the garden The animals went in 2 by 2 The hokey cokey (consolidation)	
Vocab F1 (See medium planning)	Hello/ Good morning/ Good afternoon/ bye, please, thank you, toilet please, help please, stop I don't like that.	I feel sad, happy, tired, excited, angry I plan to I can smell, feel, taste, hear, see Happy birthday Merry Christmas	Days of the week Can I go to the toilet please? Can I have help please? Can I have a drink please? Wild, farm and sea creatures Spring	Can I have? It's my turn now (collaborative play) People who help us roles and names of occupations Heroes and villains	Once upon a time Names of modes of transport Moon, stars, planets, rocket, astronaut Fiction	Lifecycles- Egg, crystalis, cocoon, butterfly Frogspawn, tadpole, froglet, frog

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	Would you like milk etc? Windy, raining, sunny, cold, mild Autumn/ Harvest/ Bonfire night/ Fireworks, sparkle Primary colours Matching/ same/ different. Big, medium, small Circle, semi-circle, triangle, square, rectangle, pentagon and hexagon Body parts	Christmas story words- Jesus, king, angel, stable, camel, donkey, star			Can you pass me the?	Sun safety, hot, cold, sweat, burn
Vocab F2 (See separate drawing club planning and medium term planning)	Good morning/ Good afternoon Miss Robinson, sandwiches please, hot dinners please, jacket potato please Can I go to the toilet please? Can you help me please? Please stop, I don't like that Autumn, Leaves changing colour Crackle, crunch Days of the week Weather- windy, cloudy, sunny, rainy I like/ dislike	I feel sad, happy, tired, excited, angry, worried, nervous because I can smell, feel, taste, hear, see Celebration words Months of the year Christmas story words- Jesus, king, angel, stable, camel, donkey, star I like/ dislike because	Can you help me with please? I am going to (plan, do, review) I need to change Hibernation, Wild, farm Spring	Please can you pass me. It's my turn- your turn People who help us roles and names of occupations Heroes and villains	Once upon a time Happily ever after Names of modes of transport Moon, stars, planets, rocket, astronaut Fiction Push, pull	Lifecycles- Egg, crystalis, cocoon, butterfly Frogspawn, tadpole, froglet, frog Sun safety, hot, cold, sweat, burn, hydrated, dehydrated, life guard

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Drawing club (See overview planning) Books Audience Purpose Punctuation Grammar Spellings	   Focus on character and setting Purpose - Writing to entertain Fine motor activities Handwriting- Lines, circles Initial sounds Spellings- is, I, the	   Focus on character and setting, predictions, feelings, using own imagination Purpose- Writing to entertain Fine motor activities Handwriting- Curly letter family Initial sounds, cvc words, simple sentences Recap finger spaces, full stops Spellings- was, you, they, my, by, all, are, sure, pure	   Focus on character and setting, predictions, feelings, using own imagination Purpose- Writing to entertain Fine motor activities Handwriting- Curly letter family Initial sounds, cvc words, simple sentences Recap finger spaces, full stops Spellings- was, you, they, my, by, all, are, sure, pure	   Focus on character and setting, predictions, feelings, using own imagination Purpose- writing to entertain Description Fine motor activities Handwriting- Long Letter family Initial sounds, cvc words, simple sentences Recap finger spaces, full stops, capital letters Review spellings so far	   Focus on character and setting, predictions, feelings, using own imagination Purpose - Description- Writing to entertain Fine motor activities Handwriting- Bouncy letter family Initial sounds, cvc words, simple sentences Recap finger spaces, full stops, capital letters Spellings- said, so, have, like, some, come, love, do, were, here, little, says, there, when,	   Focus on character and setting, predictions, feelings, using own imagination Purpose- Description Fine motor activities Handwriting- Zig Zag Letter family Initial sounds, cvc words, simple sentences Recap finger spaces, full stops, capital letters, capital letters for names
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					what, one, out, today	Using and to join sentences Review all spellings
Phonics	Following Little Wandle phonics programme- See separate planning					
Maths						
White Rose Skills	Getting to know the children, recap on counting children and number rhymes, recognising numbers	Its me 123 Count to 10 Subitise to 5 Count objects to 5 accurately	Alive in 5 Secure number bonds to 5 Solve simple addition/subtraction problem	Building 9 and 10 Recall number bonds 10 10 Subitise to 5 instantly	To 20 and beyond Count to 20 Understand teen numbers as 10 + some more	Sharing and grouping Have a deep understanding of number to 10, including the composition of each number
	Match, Sort and Compare	Circles and triangles Explore 2D shapes	Double numbers to 5 Mass and Capacity	Explore 3D shapes Solve problems including doubling, halving and sharing	How many now? Compare numbers beyond 10	Subitise (recognise quantities without counting) up to 5
	Begin to explore 2D shapes Use positional language	12345 Numbers to 10 Begin bonds to 5	Compare length, height and capacity Growing 6,7,8		Manipulate, compose and decompose	Visualise, build and map
		Shapes with 4 sides Explore 2D shapes Complete more complex patterns	Explore odd and even practically Length, Height and time		Solve practical problems with numbers to 20	Automatically recall (without reference to rhymes, counting or
		Talk about measures and patterns	Compare length, height and capacity		Sharing and grouping Automatic recall of patterns within 10	

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		Copy, continue and create AB patterns Its me- 123 Subitise to 4 Count objects to 5 accurately Understand composition of numbers to 5	Building 9 and 10 Begin number bonds to 10		Explore number patterns (counting in 2s, 10s verbally)	other aids) number bonds up to 5 and some number bonds to 10 Consolidation Verbally count beyond 20 Compare quantities up to 10 in different contexts Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
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Foundation Overview- Progression of skills

PSED													
F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	F 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-Regulation Separate from maincarer with support Begin to express basic feelings (happy, sad) Respond to familiar routines Managing Self Begin to follow simple	Self-Regulation Begin to wait for short periods Start to understand simple rules Express wants and needs verbally Managing Self Begin to put on coat with support	Self-Regulation Begin to manage impulses (with reminders) Identify emotions in themselves and others Begin to use strategies to calm down (with support) Managing Self Increasing independence	Self-Regulation Begin to resolve simple conflicts with support Understand that behaviour has consequences Sustain attention in short adult-led activities Managing Self Manage own belongings	Self-Regulation Manage emotions with decreasing adult support Follow routines confidently Wait for turn in larger groups Managing Self Independent in personal care	Express feelings verbally Follow simple rules Play cooperatively for short periods Show growing independence in self-care		Self-Regulation Follow class rules with reminders Begin to manage feelings appropriately Sustain attention in short carpet sessions Managing Self Independently manage coat and belongings	Self-Regulation Begin to regulate behaviour in group situations Use taught strategies (e.g. breathing) to calm Listen without interrupting (emerging) Managing Self Increasing independence in dressing (PE kits)	Self-Regulation Sustain attention for longer sessions Follow multi-step instructions Control impulses more consistently Managing Self Show confidence in new situations Explain importance	Self-Regulation Manage emotions appropriately in most situations Explain behaviour choices Adapt behaviour to different contexts Managing Self Demonstrate resilience and perseverance Take responsibility	Self-Regulation Sustain attention in whole-class teaching Follow instructions first time (usually) Reflect on behaviour Managing Self Show independence across daily routines Care for resources and	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 immediate impulses when

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	boundaries	Follow simple instructions	ence in toileting and dressing	Attempt new activities confidently	Show pride in achievements			Follow classroom routines	Show resilience when tasks are tricky	e of healthy choices	y for own learning	environment	appropriate
	Start to develop independence in choosing activities	Choose resources independently	Follow two-step instructions	Begin to show resilience	Demonstrate perseverance			Attempt challenges	Building Relationships	Manage personal hygiene independently	Manage risks safely	Demonstrate strong resilience	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
	Accept adult support with personal care	Building Relationships	Persevere briefly when challenged	Building Relationships	Building Relationships			Form secure friendships	Take turns independently	Building Relationships	Show sensitivity to others' feelings	Work effectively as part of a group	
	Building Relationships	Begin to share with adult support	Building Relationships	Develop friendships	Initiate play with others			Begin to cooperate in small groups	Resolve minor conflicts with adult support	Work collaboratively towards shared goals	Resolve conflicts independently (most of the time)	Show respect and tolerance	
	Play alongside others (parallel play)	Join in small group play	Take turns with support	Play cooperatively for longer periods	Work as part of a small group			Show understanding of kind behaviour	Show empathy towards peers	Negotiate roles in play	Include others in play	Manage disagreements independently	
	Begin to show interest in peers	Show preferences for friends	Engage in role play with peers	Understand need for kindness and fairness	Begin to resolve minor disagreements			Assessment Checkpoints		Develop deeper friendships			Be confident to try new activities and show independence,
	Seek comfort from	Assessment	Show empathy (e.g. comforting others)	Assessment Checkpoints				Can follow whole-					

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	familiar adults	Checkpoints	Assessment Checkpoints	independent in routines				class routines					resilience and perseverance in the face of challenge
	Assessment Checkpoints	Can follow a simple class rule	Uses words to express feelings	Can negotiate in play (with adult guidance)				Engages in partner talk					Explain the reasons for rules, know right from wrong and try to behave accordingly
	Settles with adult reassurance	Beginning cooperative play	Engages in short shared play episodes										Manage their own basic hygiene and personal needs, including dressing
	Begins to join in with group routines												Work and play cooperatively and take turns

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													with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs
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Physical development													
F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	F 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gross Motor Move freely using whole body (walk,	Gross Motor Walk, run and begin to change direction	Gross Motor Jump and land on two feet	Gross Motor Climb and descend equipment with	Gross Motor Begin to pedal a tricycle with support	Gross Motor Pedal a tricycle with little support		Gross Motor Move safely with control when walking	Gross Motor Run with awareness of space and others	Gross Motor Move confidently in a variety of ways (run,	Gross Motor Combine movements (run and jump, hop	Gross Motor Move energetically (running, hopping, skipping)	Negotiate space and obstacles safely with consideration for themselves

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run, crawl)	Crawl through tunnels and spaces	Step over obstacles	increasing confidence	Move at different speeds	Balance on a beam		and running	Jump and land with control	hop, skip emerging)	and balance)	Balance and coordinate movements during games	s and others
Begin to stop and start movement on signal	Push and pull wheeled toys	Throw a large ball with two hands	Walk up and down steps independently	Kick a moving ball	Jump for distance		Negotiate space successfully	Throw and catch a large ball	Balance while moving along equipment	Participate in simple team games	Travel confidently over equipment	Demonstrate strength, balance, and co-ordination when playing
Climb low equipment with support	Fine Motor	Begin balancing briefly	Kick a stationary ball	Fine Motor	Travel in different ways (run, jump, crawl)		Climb and descend apparatus safely	Begin balancing for longer periods	Throw and catch a beanbag	Begin skipping movements	Fine Motor	Move energetically such as running, jumping, dancing, hopping, skipping and climbing
Fine Motor	Thread large beads	Fine Motor	Fine Motor	Begin drawing simple faces	Fine Motor		Kick a ball with direction	Fine Motor	Fine Motor	Form most letters correctly	Use scissors accurately to cut shapes	
Hold mark-making tools using whole-hand grip	Turn pages in a book individually	Use tools with playdough (rollers, cutters)	Begin to snip with scissors	Use hole punch and stapler with support	Thread smaller beads		Fine Motor	Use scissors to cut simple lines	Cut along curved and straight lines	Use tripod grip more consistently	Draw detailed pictures	
Explore large mark making	Make large lines and circles in mark making	Use tweezers with support	Use pegs and small tools	Attempt name marks	Begin comfortable pencil grip		Use one-handed tools with control	Use tweezers and small tools with control	Draw recognisable shapes	Draw with increasing detail	Use tools such as paintbrushes and cutlery confidently	Hold a pencil effectively in preparation for fluent writing-using the tripod grip in
Fill and empty	Build with	Scoop and pour materials	Begin mark making with intention	Assessment Checkpoints	Attempt letter-like shapes		Begin snipping with scissors	Draw simple shapes	Begin forming letters more accurately	Assessment Checkpoints		
		Assessment Checkpoints	Assessment Checkpoints	Moves confidently at	Assessment Checkpoints		Hold pencil with increasing comfort	Improve pencil grip		Shows strength and	Assessment	

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	contains	large blocks	Attempts jumping and landing safely Uses simple tools in play	and descending	different speeds	improved balance and coordination Shows developing control of writing tools		Begin name writing attempts Assessment Checkpoints Moves safely in busy spaces Begins to show control with writing tools	Checkpoint 1 Demonstrates coordination in movement Shows improved control when cutting and drawing	Use a range of small tools Assessment Checkpoints Demonstrates balance and coordination Uses tools carefully and purposefully	coordination in play Writing tools used with growing control	Checkpoints Demonstrates strength and coordination Shows care and precision when drawing	almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing
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Communication and Language													
F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	F 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Separate from caregiver and respond to familiar adult voice Listen briefly to adult-led activity Follow a simple one-step instruction with support Use single words or short phrases to communicate needs	Listen for short periods in small group time Follow a simple one-step instruction independently Respond to simple what and where questions Use 2-3 word phrases Join in with familiar rhymes and	Listen to a short story with support Follow a two-step instruction with visual cues Answer simple questions about immediate experiences Begin to use simple sentences Engage in pretend play using talk Assessment	Listen and respond appropriately in small groups Follow two-step instructions independently Ask simple what and where questions Use longer sentences to express ideas Begin to retell parts of a familiar story	Maintain attention during carpet sessions Follow instructions containing two key words Begin to understand simple why questions Use talk to organise play Learn and use new vocabulary through experiences	Listen attentively in a larger group Follow two-step instructions confidently Answer simple how and why questions Speak in clear sentences understood by others Participate in conversations, taking turns		Listen to others in small groups and whole-class situations Follow simple one-step instructions Begin to understand classroom routines Maintain attention for short activities Begin to speak in sentences (4-6 words)	Follow two-step instructions Listen carefully during stories and recall simple events Begin to understand "why" questions Maintain focus during adult-led tasks Use longer sentences (6+ words) Use new vocabulary linked to topics	Listen attentively in larger groups Respond appropriately to what they hear Follow instructions with more than one idea Answer "how" and "why" questions Speak in well-formed sentences Connect ideas using "and", "because"	Listen without interrupting Understand and follow complex instructions Show understanding through comments and questions Participate confidently in discussions Use a range of vocabulary including topic-specific words Explain ideas and give reasons	Sustain attention for extended periods Respond appropriately in discussions Follow multi-step instructions independently Show understanding of stories and non-fiction texts Speak clearly in front of a group Use full sentences	Listen attentively and respond to what they hear with relevant questions, comments and actions Make comments about what they have heard and ask questions to clarify understanding Hold conversation when engaged in back-and-forth exchange

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	Begin to take turns in simple interaction	repeated phrases	Checkpoints Uses 2–3 word phrases to communicate	Assessment Checkpoints Begins to use simple sentences	Assessment Checkpoints Follows two-step instructions with support	appropriately		Introduce themselves and talk about immediate experiences	Retell simple parts of stories	Describe events in some detail	Retell familiar stories in sequence	consistently	s with their teacher and peers
	Assessment Checkpoints Responds to familiar adult voices	Assessment Checkpoints Listens for short periods in small groups	Responds to simple questions (what/where)	Engages in back-and-forth interaction during play	Uses talk to organise play			Begin to use talk to express needs and feelings	Begin to use talk in play to organise ideas	Begin to use past tense accurately	Use language to imagine and recreate roles in play	Use conjunctions (because, so, then)	Participate in small group, class and one-to-one discussions, offering their own ideas
	Uses sounds, gestures or single words to communicate needs	Follows simple one-step instructions (with some independence)						Start to answer simple “who”, “what” questions	Assessment Checkpoints Follows two-step instructions	Assessment Checkpoints Listens attentively in larger groups	Assessment Checkpoints Answers “how” and “why” questions	Use descriptive language to add detail	Offer explanations for why things might happen, making use of recently introduced vocabulary
								Assessment Checkpoints Retells simple events from stories or experiences	Assessment Checkpoints Retells simple events from stories or experiences	Assessment Checkpoints Uses new vocabulary linked to topics	Assessment Checkpoints Speaks in clear, well-formed sentences	Participates confidently in discussions	Express their ideas and
								Listens in small groups and follows simple				Uses a range of vocabulary and explains ideas	

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								instructions Uses simple sentences to talk about experiences					feelings about experiences using full sentences, including use of past, present and future tenses and conjunctions
Reading													
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Handles books (turns pages, holds book correctly) Looks at pictures and notices details	Begins to join in with repeated refrains Recognises familiar book covers Points to pictures when	Anticipates key events/phrases in stories Begins to talk about pictures Joins in with rhymes and rhythm	Retells simple parts of familiar stories (with support) Recognises own name in print (emerging) Enjoys sharing	Joins in with familiar stories confidently Recognises environmental print (logos, signs) Begins to understand	Retells simple stories in own words (with support) Recognises some familiar words (e.g. name) Shows sustained	F2	Listens attentively to stories Joins in with repeated refrains Begins to recognise some sounds (Phase 2 phonics)	Blends sounds to read simple CVC words Recognises some tricky words Talks about characters and events Answers simple comprehension	Reads simple sentences with support Uses phonics to decode unfamiliar words Begins to self-correct	Reads simple books with increasing fluency Recognises more tricky words Uses picture and context cues Answers "who/what/	Reads sentences fluently Uses expression when reading familiar texts Predicts what might happen next	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and

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	Listens briefly to simple stories Joins in with repeated words/phrases (with support) Assessment Checkpoints Shows interest in books Looks at pictures and responds (points, names)	prompted Listens for short periods Assessment Checkpoints Joins in with repeated phrases Recognises familiar stories	Shows awareness that print carries meaning Assessment Checkpoints Predicts simple story elements Engages in shared reading	books with adults Begins to distinguish pictures from text Assessment Checkpoints Can recall parts of a story Shows understanding of story sequence (beginning awareness)	how books work (left to right, turning pages) Assessment Checkpoints Talks about familiar books Recognises key story features (characters/events)	interest in books Assessment Checkpoints Can sequence simple story events Demonstrates book handling independently		Blends simple sounds orally (emerging) Assessment Checkpoints Recognises some letter sounds Engages in whole-class story sessions	tion questions Assessment Checkpoints Reads simple words using phonics Shows basic understanding of what is read	Retells stories with some detail Assessment Checkpoints Applies blending consistently Understands main story events	where” questions Assessment Checkpoints Reads simple sentences independently Shows understanding through discussion	Begins to infer simple meaning Assessment Checkpoints Reads with growing confidence and accuracy Can talk about what has been read	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 Say a sound for each letter in the alphabet
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Writing													
F 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	F2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Makes marks with whole arm movements	Makes more controlled marks (lines, circles)	Uses fingers to hold tools (grip developing)	Makes marks to represent meaning	Attempts to write own name (with support)	Writes own name (not always accurate)		Develops pencil control and correct letter formation	Writes simple words using phonics (CVC)	Writes simple captions independently	Writes simple sentences (with some support)	Writes short sentences independently	Write recognisable letters, most of which are correctly formed
Explores different tools (paint, chalk, pencils)	Begins to distinguish drawing and writing	Copies simple shapes and marks	Engages in writing during play	Uses mark-making with a purpose	Uses some recognisable letters		Orally composes simple sentences	Begins to write captions (with support)	Applies taught phonics in writing	Assessment Checkpoints	Uses known tricky words	Spell words by identifying sounds in them and representing the sounds with a letter or letters
Begins to give meaning to marks	Assessment Checkpoints	Gives meaning to marks consistently	Assessment Checkpoints	Assessment Checkpoints	Assessment Checkpoints		Writes some taught graphemes	Assessment Checkpoints	Orally rehearses sentences before writing	Writes a simple sentence	Assessment Checkpoints	
Assessment Checkpoints	Uses tools with some control	Assessment Checkpoints	Shows awareness that writing communicates	Uses writing in play contexts	Writes independently in provision		Assessment Checkpoints	Uses phonics to write words	Assessment Checkpoints	Applies phonics with increasing accuracy	Writes sentences that can be read back	
Chooses to mark-make independently	Begins to represent ideas through marks	Sustains mark-making					Forms some letters correctly	Attempts simple captions	Writes words and simple phrases		Uses phonics automatically	Write simple phrases and letters that can be read by others
Talks about their marks		Uses marks to communicate					Says a sentence before writing		Applies phonics knowledge			

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Maths													
F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	F2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Number Join in with number rhymes Notice and talk about amounts (lots, more, empty) Begin to count by rote (not necessarily accurate)	Number Count objects up to 3 accurately Begin to understand “one more” (practically) Show fingers to represent numbers to 3	Number Count objects to 5 Understand stable order of numbers to 5 Begin to subitise to 3 Compare groups using	Number Recognise numerals to 5 Link numerals to amounts Begin to solve simple practical problems Show understand	Number Count reliably to 5 Subitise to 3 confidently Begin counting beyond 5 (rote) Partition small groups (e.g. 3 is 2 and 1)	Count to 5 with one-to-one correspondence Recognise numerals to 5 Subitise to 3 Compare quantities Create simple repeating		Number Subitise to 4 Count objects to 5 accurately Understand composition of numbers to 5 Compare numbers to 5 Numerical Patterns Copy, continue	Number Count to 10 accurately Subitise to 5 numbers to 10 Begin bonds to 5 Numerical Patterns Explore 2D/3D shapes Continue more	Number Secure number bonds to 5 Begin number bonds to 10 Solve simple addition/subtraction problem Double numbers to 5 Numerical Patterns	Number Recall number bonds to 10 Subitise to 5 instantly Solve number problems including doubling, halving and sharing Numerical Patterns Explore patterns beyond 10	Number Count to 20 Understand teen numbers as 10 + some more Compare numbers beyond 10 Solve practical problems with numbers to 20 Numerical Patterns	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,

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	Begin to match objects (one-to-one correspondence emerging)	Recognise some numerals (1-3)	more/fewer	Understanding of "one more/one less" within 5	Numerical Patterns	g patterns		and create AB patterns	complex patterns	Compare length, height and capacity	Order numbers to 10	Automatic recall of patterns within 10	counting or other aids) number bonds up to 5 and some number bonds to 10
	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Explore repeating patterns independently			Begin to explore 2D shapes	Begin exploring time language	Explore odd and even practically	Explore simple maps and positional reasoning	Explore number patterns (counting in 2s, 10s verbally)	number bonds up to 5 and some number bonds to 10
	Explore simple patterns in the environment	Create simple AB patterns	Continue and create AB patterns	Explore shape names in context	Compare quantities using mathematical language			Use positional language	Assessment Checkpoints	Assessment Checkpoints	Assessment Checkpoints	(counting in 2s, 10s verbally)	Verbally count beyond 20
	Begin to sort objects by one attribute (colour, size)	Begin to talk about size and shape	Begin to describe patterns	Begin to talk about position (on, under, next to)	Assessment Checkpoints			Assessment Checkpoints	Recognises numerals to 10	Applies bonds in practical contexts	Fluent within 10	Assessment Checkpoints	Compare quantities up to 10 in different contexts
	Talk about big/small	Match identical objects	Compare size and capacity (full/empty/heavy/light)	Assessment Checkpoints	Secure counting to 5			Understands that 5 can be made in different ways	Understands "one more/one less" within 10	Solves simple problems independently	Applies knowledge in reasoning tasks	Understands place value in teen numbers	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities
	Assessment Checkpoints	Assessment Checkpoints	Assessment Checkpoints	Assessment Checkpoints	Recognise small quantities without counting			Confident comparison to 5			Understand teen numbers as 10 + some more	Solves problems independently	
		One-to-one counting secure to 3		Match numerals to							Compare numbers beyond Subitise (recognise quantities without counting) up to 5number		

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	Attempts counting in play	Can copy a simple pattern	Checkpoints Counts small groups accurately Uses comparison language appropriately	quantity to 5 Begins simple problem solving in play							bonds up to 5 and some number bonds to 10		can be distributed equally
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EAD													
F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	F 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Explore paint, collage, malleable materials	Begin to give meaning to marks and models	Create simple representations (faces, houses)	Join materials with increasing skill	Create with increasing detail	Create simple representations with detail		Explore a range of media and tools	Develop cutting and joining skills	Add detail to drawings (features, settings)	Safely use and explore tools with precision	Create detailed representations	Safely use and explore a variety of materials, tools and techniques
	Make random marks and movements	Use simple tools (glue spreaders, rollers)	Use tools with increasing control	Use drawing to represent ideas	Make choices about colour and materials	Sing familiar songs confidently		Draw with increasing detail	Create simple models with a purpose	Combine media for effect	Represent ideas clearly in art and models	Use tools confidently and safely	Experimenting with colour, design, texture, form and function
	Explore joining and stacking	Combine materials in simple ways	Select resources independently	Experiment with different techniques	Adapt creations with support	Engage in imaginative play with peers		Begin to represent events and people	Draw recognisable shapes and forms	Begin to plan before creating	Evaluate and improve creations	Make purposeful choices in materials	
	Begin to notice colours and textures	Explore colour mixing (with support)	Begin to plan before creating	Sing whole songs	Use props to enhance role play	Select resources for a purpose		Explore colour mixing independently	Begin to evaluate own work	Invent, adapt and recount narratives	Perform to larger audiences	Create and narrate their own stories	Share their creations, explaining the process they have used
	Join in with simple songs	Remember and sing parts of	Develop storylines in pretend play	Perform to a small audience	Keep a storyline going			Sing familiar songs confidently	Perform songs and rhymes to others	Act out stories	Develop detailed storylines in play	Perform confidently in groups	
			Use small world with	Create simple narratives in play				Use instruments with	Create narratives	Use instruments to	Use expression in music and movement	Explore rhythm, tempo and dynamics	Make use of props and materials

Mixed F1 & F2 Long Term Plan

[illegible]

Mixed F1 & F2 Long Term Plan

	repeated song phrases												(when appropriate) try to move in time with music
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UW													
F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	F 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Focus Myself and my community Past and Present Talk about members	Focus: Celebrations & seasons Past and Present Talk about recent events	Focus: Growth & change Past and Present Talk about how they have grown	Focus: Exploring the wider world Past and Present Begin to talk about differences between past and	Focus: Investigation & enquiry Past and Present Talk about changes they	Talk about their family and past experiences Notice differences between		Focus: Myself & my community Past and Present Talk about family	Focus: Celebrations & traditions Past and Present Talk about differences between now and the past	Focus: Growth & change Past and Present Compare past and present in stories	Focus: Exploration & enquiry Past and Present Talk about how things have changed over time	Focus: Deepening understanding Past and Present Understand that some things happened	Talk about the lives of the people around them and their roles in society Know some similarities

Mixed F1 & F2 Long Term Plan

of their immediate family	(birthday celebrations)	Begin to sequence simple events	present (simple terms)	notice over time	people and places		members and roles	(simple comparisons)	Sequence familiar events	People, Culture and Communities	before they were born	s and difference
Notice familiar routines	Begin to use simple time language (now, before)	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	Observe and talk about the natural world		Describe events in own life	Listen to stories set in the past	People, Culture and Communities	Identify similarities and differences between communities	Talk about significant events in stories	s between things in the past and now, drawing on their experiences and what has been read in class
Begin to talk about events in their own life	People, Culture and Communities	Recognise that people celebrate different things	Explore simple maps (e.g. classroom map)	Explore different countries (through stories)	Show curiosity and ask simple questions		People, Culture and Communities	People, Culture and Communities	Explore simple maps	Use simple geographical vocabulary	People, Culture and Communities	Understand the past through settings, characters and events encountered in books read in class and storytelling
People, Culture and Communities	Begin to learn about different celebrations	Show interest in different cultural traditions	Talk about different places	Compare environments			Understand classroom community	Explore a range of celebrations	Compare life in this country and others (through stories)	The Natural World	Compare environments more confidently	
Recognise familiar adults		The Natural World	The Natural World	The Natural World			Begin to compare homes and environments	Recognise similarities and differences in traditions	The Natural World	Explore simple scientific investigations	Recognise diversity in their community	
Notice differences between people (appearance, likes)	Notice similarities and differences between families	Plant seeds and observe growth	Observe animals and habitats	Ask questions about how things work			The Natural World	The Natural World	Understand plant growth	Understand effects of changing seasons	The Natural World	Describe their immediate environment using
		Explore materials	Talk about features of environments	Explore water, floating/sinking			Explore seasonal changes (Autumn)	Explore materials and their properties	Observe animal life cycles			

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	Begin to talk about where they live The Natural World Explore the outdoor environment Notice changes in weather Explore natural materials (leaves, sticks, sand) Assessment Checkpoints Talks about	The Natural World Observe seasonal changes (Autumn) Explore light and dark Show care for living things (with support) Assessment Checkpoints Talks about special events Notices seasonal features	(hard/soft, wet/dry) Begin to talk about life cycles (simple terms) Assessment Checkpoints Describes changes over time Talks about what plants need to grow	Explore simple forces (push/pull) Assessment Checkpoints Uses simple geographical language Talks about animals and environments	Show care for environment			Describe what they see outdoors Assessment Checkpoints Talks confidently about own experiences Notices seasonal differences	Observe changes in winter	Explore habitats Assessment Checkpoints Uses simple historical language Talks about differences between places	Explore forces and materials	Explore food chains (simple) Ask and answer questions about why things happen	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 experiences and what has been read in class Explain some similarities
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Mixed F1 & F2 Long Term Plan

	home experien ces Shows curiosity about surround ings												s and difference s between life in this country and life in other countries, drawing on knowledg e from stories, non- fiction texts and maps Explore the natural world around them, making observati ons and drawing pictures of animals and plants
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Mixed F1 & F2 Long Term Plan

													Know some similarities and differences between the natural world around them and contrasting environments Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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