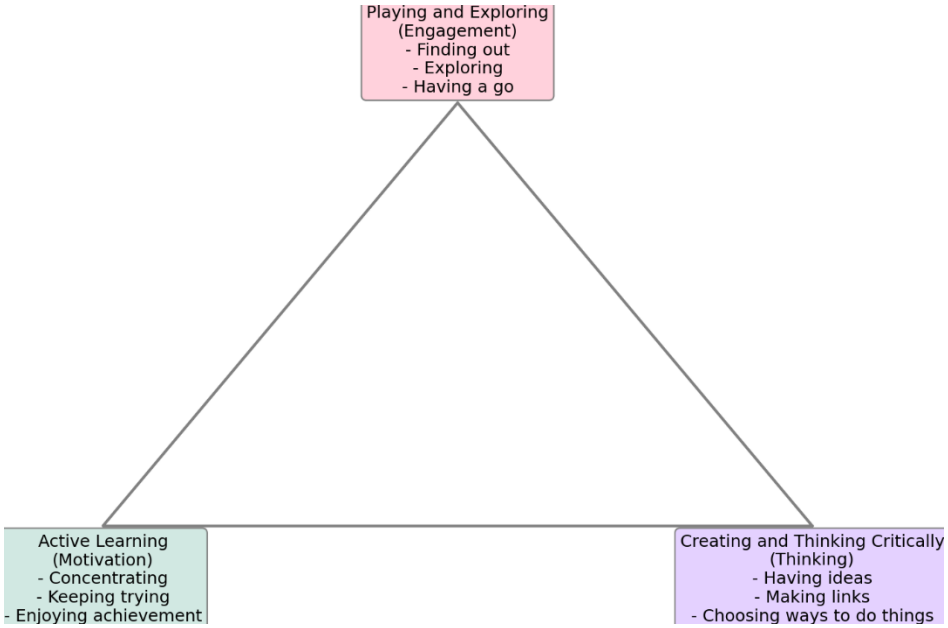
Mixed F1 & F2 Long Term Plan

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



Mixed F1 & F2 Long Term Plan

	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 fire fighter 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?

Mixed F1 & F2 Long Term Plan

	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?

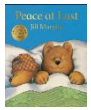
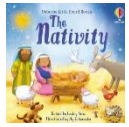
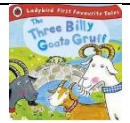
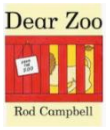
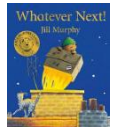
Mixed F1 & F2 Long Term Plan

						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
RSHE and citizenship	Family responsibility	Caring friendships	Respectful relationships Personal safety	Safety in and around the home.	Community	Changing and Growing (SRE) Economic Wellbeing
	Health and well being Start to know what keeping healthy means; different ways to keep healthy. Know that some foods that support good health and the risks of eating too much sugar Start to understand that physical activity helps us to stay healthy; and ways to be physically active every day. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Start to develop understanding of dental health and how to brush your teeth and visiting the dentist. People who help us stay healthy. Understanding the importance of hand hygiene. **I know that I can feel lonely sometimes and that I can talk to a trusted adult if I do**					

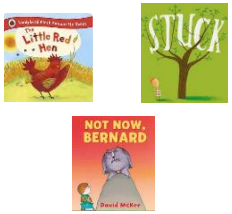
Mixed F1 & F2 Long Term Plan

	I can talk about how I feel using simple words and ask for help when I need it					
	Belonging to a class and school community					
Character, conduct and community	**Feelings** Recognise that people experience different feelings. Name basic emotions and seek help when needed. **Conduct and manners** Understand that words and actions affect others. Say please and thank you, wait for a turn, listen when others speak. **Self awareness and self management** Understand everyone has strengths and things they find difficult. Identify strengths, make simple choices and seek help appropriately. **Executive function** Recognises simple behaviour choices Tries again Starts tasks with support Chooses what to do first Looks after belongings with support Recall one instruction					
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 people's belongings.	**Resilience** - learning how to become a resilient learner	**Kindness** – showing kindness and consideration for others	**Curiosity** – develop question and wonder for the things around us in our local area and in other areas.	**Kindness** – showing care for the environment, people, animals and insects within it.	**Aspiration** – for the places around us and the opportunities in life we could have and for the things we

Mixed F1 & F2 Long Term Plan

						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. Would you like milk etc? Windy, raining, sunny, cold, mild	I feel sad, happy, tired, excited, angry I plan to I can smell, feel, taste, hear, see Happy birthday Merry Christmas Christmas story words- Jesus, king, angel, stable, camel, donkey, star	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 Can you pass me the ……..?	Lifecycles- Egg, crystalis, cocoon, butterfly Frogspawn, tadpole, froglet, frog Sun safety, hot, cold, sweat, burn

Mixed F1 & F2 Long Term Plan

	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					
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
Drawing club (See overview planning) Books Audience Purpose Punctuation Grammar Spellings						

Mixed F1 & F2 Long Term Plan

	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-** Zig zags Initial sounds, cvc words Introduce finger spaces **Spellings**- put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, off, we, me, be	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, what, one, out, today	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 Using and to join sentences Review all **spellings**
Phonics	Following Little Wandle phonics programme- See separate planning					

Mixed F1 & F2 Long Term Plan

Maths						
White Rose Skills	Getting to know the children, recap on counting children and number rhymes, recognising numbers Match, Sort and Compare Begin to explore 2D shapes Use positional language	Its me 123 Count to 10 Subitise to 5 Count objects to 5 accurately Circles and triangles Explore 2D shapes 12345 Numbers to 10 Begin bonds to 5 Shapes with 4 sides Explore 2D shapes Complete more complex patterns Talk about measures and patterns Copy, continue and create AB patterns Its me- 123 Subitise to 4 Count objects to 5 accurately	Alive in 5 Secure number bonds to 5 Solve simple addition/subtraction problem Double numbers to 5 Mass and Capacity Compare length, height and capacity Growing 6,7,8 Explore odd and even practically Length, Height and time Compare length, height and capacity Building 9 and 10 Begin number bonds to 10	Building 9 and 10 Recall number bonds 10 10 Subitise to 5 instantly Explore 3D shapes Solve problems including doubling, halving and sharing	To 20 and beyond Count to 20 Understand teen numbers as 10 + some more How many now? Compare numbers beyond 10 Manipulate, compose and decompose Solve practical problems with numbers to 20 Sharing and grouping Automatic recall of patterns within 10 Explore number patterns (counting in 2s, 10s verbally)	Sharing and grouping Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Visualise, build and map Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10 Consolidation

Mixed F1 & F2 Long Term Plan

		Understand composition of numbers to 5				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

Mixed F1 & F2 Long Term Plan

Foundation Overview- Progression of skills

PSED													
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
	Self-Regulation Separate from maincarer with support Begin to express basic feelings (happy, sad) Respond to familiar routines **Managing Self** Begin to follow simple boundaries Start to develop independence in	**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 Follow simple instructions Choose resources	**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 in toileting and dressing	**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 Attempt new activities confidently	**Self-Regulation** Manage emotions with decreasing adult support Follow routines confidently Wait for turn in larger groups **Managing Self** Independent in personal care Show pride in achievements Demonstrate	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 Follow classroom routines Attempt challenges	**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) Show resilience when tasks are tricky	**Self-Regulation** Sustain attention for longer sessions Follow multi-step instructions Control impulses more consistently **Managing Self** Show confidence in new situations Explain importance of healthy choices Manage personal hygiene	**Self-Regulation** Manage emotions appropriately in most situations Explain behaviour choices Adapt behaviour to different contexts **Managing Self** Demonstrate resilience and perseverance Take responsibility for own learning Manage risks safely	**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 environment Demonstrate strong resilience	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 appropriate Give focused attention to what the teacher

Mixed F1 & F2 Long Term Plan

	choosing activities Accept adult support with personal care **Building Relationships** Play alongside others (parallel play) Begin to show interest in peers Seek comfort from familiar adults **Assessment Checkpoints** Settles with adult	independently **Building Relationships** Begin to share with adult support Join in small group play Show preferences for friends **Assessment Checkpoints** Can follow a simple class rule Beginning cooperative play	Follow two-step instructions Persevere briefly when challenged **Building Relationships** Take turns with support Engage in role play with peers Show empathy (e.g. comforting others) **Assessment Checkpoints** Uses words to express feelings Engages in short	Begin to show resilience **Building Relationships** Develop friendships Play cooperatively for longer periods Understand need for kindness and fairness **Assessment Checkpoints** Increasingly independent in routines Can negotiate in play (with adult guidance)	perseverance **Building Relationships** Initiate play with others Work as part of a small group Begin to resolve minor disagreements			**Building Relationships** Form secure friendships Begin to cooperate in small groups Show understanding of kind behaviour **Assessment Checkpoints** Can follow whole-class routines Engages in partner talk	**Building Relationships** Take turns independently Resolve minor conflicts with adult support Show empathy towards peers	independently **Building Relationships** Work collaboratively towards shared goals Negotiate roles in play Develop deeper friendships	**Building Relationships** Show sensitivity to others' feelings Resolve conflicts independently (most of the time) Include others in play	**Building Relationships** Work effectively as part of a group Show respect and tolerance Manage disagreements independently	says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions 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

Mixed F1 & F2 Long Term Plan

	reassurance Begins to join in with group routines		shared play episodes										accordingly Manage their own basic hygiene and personal needs, including dressing 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
Physical development													

Mixed F1 & F2 Long Term Plan

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

Mixed F1 & F2 Long Term Plan

	mark making Fill and empty containers Manipulate playdough (squeeze, pat, roll) **Assessment Checkpoints** Moves confidently around provision Begins to use hands to manipulate objects	mark making Build with large blocks **Assessment Checkpoints** Navigates space with growing awareness Shows increased control using hands and tools	**Assessment Checkpoints** Attempts jumping and landing safely Uses simple tools in play	climbing and descending Begins purposeful mark making	Moves confidently at different speeds Uses small tools with increasing control	**Assessment Checkpoints** Demonstrates improved balance and coordination Shows developing control of writing tools		increasing comfort Begin name writing attempts **Assessment Checkpoints** Moves safely in busy spaces Begins to show control with writing tools	Improve pencil grip **Assessment Checkpoints** 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	**Assessment Checkpoints** Demonstrates strength and coordination Shows care and precision when drawing	in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing

Communication and Language													
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

Mixed F1 & F2 Long Term Plan

	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 Begin to take turns in simple interaction **Assessment**	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 repeated phrases **Assessment Checkpoints**	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 Checkpoints** Uses 2–3 word phrases to communicate	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 **Assessment Checkpoints** Begins to use simple sentences Engages in back-and-forth	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 **Assessment Checkpoints** Follows two-step instructions with support	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 appropriately		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) Introduce themselves and talk about immediate experiences Begin to use talk to express	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 Retell simple parts of stories Begin to use talk in play to organise ideas	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” Describe events in some detail Begin to use past tense accurately	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 Retell familiar stories in sequence Use language to imagine and recreate roles in play	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 consistently Use conjunctions (because, so, then) Use descriptive	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 exchanges with their teacher and peers Participate in small group, class and

Mixed F1 & F2 Long Term Plan

	Checkpoints Responds to familiar adult voices Uses sounds, gestures or single words to communicate needs	Listens for short periods in small groups Follows simple one-step instructions (with some independence)	Responds to simple questions (what/where)	interaction during play	Uses talk to organise play			needs and feelings Start to answer simple "who", "what" questions **Assessment Checkpoints** Listens in small groups and follows simple instructions Uses simple sentences to talk about experiences	**Assessment Checkpoints** Follows two-step instructions Retells simple events from stories or experiences	**Assessment Checkpoints** Listens attentively in larger groups Uses new vocabulary linked to topics	**Assessment Checkpoints** Answers "how" and "why" questions Speaks in clear, well-formed sentences	language to add detail **Assessment Checkpoints** Participates confidently in discussions Uses a range of vocabulary and explains ideas	one-to-one discussions, offering their own ideas Offer explanations for why things might happen, making use of recently introduced vocabulary Express their ideas and 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

Mixed F1 & F2 Long Term Plan

F1	Handles books (turns pages, holds book correctly) Looks at pictures and notices details Listens briefly to simple stories Joins in with repeated words/phrases (with support) **Assessment Checkpoints** Shows interest in books Looks at pictures	Begins to join in with repeated refrains Recognises familiar book covers Points to pictures when prompted Listens for short periods **Assessment Checkpoints** Joins in with repeated phrases Recognises familiar stories	Anticipates key events/phrases in stories Begins to talk about pictures Joins in with rhymes and rhythm Shows awareness that print carries meaning **Assessment Checkpoints** Predicts simple story elements Engages in shared reading	Retells simple parts of familiar stories (with support) Recognises own name in print (emerging) Enjoys sharing books with adults Begins to distinguish pictures from text **Assessment Checkpoints** Can recall parts of a story Shows understanding of story sequence (beginning awareness)	Joins in with familiar stories confidently Recognises environmental print (logos, signs) Begins to understand how books work (left to right, turning pages) **Assessment Checkpoints** Talks about familiar books Recognises key story features (characters /events)	Retells simple stories in own words (with support) Recognises some familiar words (e.g. name) Shows sustained interest in books **Assessment Checkpoints** Can sequence simple story events Demonstrates book handling independently	F2	Listens attentively to stories Joins in with repeated refrains Begins to recognise some sounds (Phase 2 phonics) Blends simple sounds orally (emerging) **Assessment Checkpoints** Recognises some letter sounds Engages in whole-class story sessions	Blends sounds to read simple CVC words Recognises some tricky words Talks about characters and events Answers simple comprehension questions **Assessment Checkpoints** Reads simple words using phonics Shows basic understanding of what is read	Reads simple sentences with support Uses phonics to decode unfamiliar words Begins to self-correct Retells stories with some detail **Assessment Checkpoints** Applies blending consistently Understands main story events	Reads simple books with increasing fluency Recognises more tricky words Uses picture and context cues Answers "who/what/where" questions **Assessment Checkpoints** Reads simple sentences independently Shows understanding through discussion	Reads sentences fluently Uses expression when reading familiar texts Predicts what might happen next Begins to infer simple meaning **Assessment Checkpoints** Reads with growing confidence and accuracy Can talk about what has been read	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and 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

Mixed F1 & F2 Long Term Plan

	and responds (points, names)												each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge Read aloud simple sentences and books that are consistent with their phonic knowledge

Writing													
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
	Makes marks with whole arm movements Explores different tools (paint,	Makes more controlled marks (lines, circles)	Uses fingers to hold tools (grip developing)	Makes marks to represent meaning Engages in writing	Attempts to write own name (with support) Uses mark-	Writes own name (not always accurate) Uses some		Develops pencil control and correct letter formation Orally composes	Writes simple words using phonics (CVC) Begins to write captions	Writes simple captions independently Applies taught phonics in writing	Writes simple sentences (with some support) Begins to use finger spaces	Writes short sentences independently Uses known tricky words	Write recognisable letters, most of which are correctly formed

Mixed F1 & F2 Long Term Plan

	chalk, pencils) Begins to give meaning to marks **Assessment Checkpoints** Chooses to mark-make independently Talks about their marks	Begins to distinguish drawing and writing **Assessment Checkpoints** Uses tools with some control Begins to represent ideas through marks	Copies simple shapes and marks Gives meaning to marks consistently **Assessment Checkpoints** Sustains mark-making Uses marks to communicate meaning	during play **Assessment Checkpoints** Shows awareness that writing communicates	making with a purpose **Assessment Checkpoints** Uses writing in play contexts	recognisable letters **Assessment Checkpoints** Writes independently in provision		simple sentences Writes some taught graphemes **Assessment Checkpoints** Forms some letters correctly Says a sentence before writing	(with support) **Assessment Checkpoints** Uses phonics to write words Attempts simple captions	Orally rehearses sentences before writing **Assessment Checkpoints** Writes words and simple phrases Applies phonics knowledge	**Assessment Checkpoints** Writes a simple sentence Applies phonics with increasing accuracy	Writes for a purpose in provision **Assessment Checkpoints** Writes sentences that can be read back Uses phonics automatically	Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and letters that can be read by others

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

Mixed F1 & F2 Long Term Plan

	Number Join in with number rhymes Notice and talk about amounts (lots, more, empty) Begin to count by rote (not necessarily accurate) Begin to match objects (one-to-one correspondence emerging) **Numerical Patterns** Explore simple patterns in the environment	**Number** Count objects up to 3 accurately Begin to understand "one more" (practically) Show fingers to represent numbers to 3 Recognise some numerals (1–3) **Numerical Patterns** Create simple AB patterns Begin to talk about size and shape	**Number** Count objects to 5 Understand stable order of numbers to 5 Begin to subitise to 3 Compare groups using more/fewer **Numerical Patterns** Continue and create AB patterns Begin to describe patterns	**Number** Recognise numerals to 5 Link numerals to amounts Begin to solve simple practical problems Show understanding of "one more/one less" within 5 **Numerical Patterns** Explore shape names in context	**Number** Count reliably to 5 Subitise to 3 confidently Begin counting beyond 5 (rote) Partition small groups (e.g. 3 is 2 and 1) **Numerical Patterns** Explore repeating patterns independently Compare quantities using mathematical language	Count to 5 with one-to-one correspondence Recognise numerals to 5 Subitise to 3 Compare quantities Create simple repeating patterns		**Number** Subitise to 4 Count objects to 5 accurately Understand composition of numbers to 5 Compare numbers to 5 **Numerical Patterns** Copy, continue and create AB patterns Begin to explore 2D shapes Use positional language **Assessment Checkpoints**	**Number** Count to 10 accurately Subitise to 5 numbers to 10 Begin bonds to 5 **Numerical Patterns** Explore 2D/3D shapes Continue more complex patterns Begin exploring time language **Assessment Checkpoints** Recognises numerals to 10	**Number** Secure number bonds to 5 Begin number bonds to 10 Solve simple addition/subtraction problem Double numbers to 5 **Numerical Patterns** Compare length, height and capacity Explore odd and even practically **Assessment Checkpoints** Applies bonds in practical contexts Solves simple problems independently	**Number** Recall number bonds to 10 Subitise to 5 instantly Solve number problems including doubling, halving and sharing **Numerical Patterns** Explore patterns beyond 10 Order numbers to 10 Explore simple maps and positional reasoning **Assessment Checkpoints** Fluent within 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** Automatic recall of patterns within 10 Explore number patterns (counting in 2s, 10s verbally) **Assessment Checkpoints**	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, counting or other aids) number bonds up to 5 and some number bonds to 10 Verbally count beyond 20 Compare quantities up to 10 in

Mixed F1 & F2 Long Term Plan

	Begin to sort objects by one attribute (colour, size) Talk about big/small **Assessment Checkpoints** Attempts counting in play Notices differences in quantity	Match identical objects **Assessment Checkpoints** One-to-one counting secure to 3 Can copy a simple pattern	Compare size and capacity (full/empty/heavy/light) **Assessment Checkpoints** Counts small groups accurately Uses comparison language appropriately	Begin to talk about position (on, under, next to) **Assessment Checkpoints** Matches numeral to quantity to 5 Begins simple problem solving in play	**Assessment Checkpoints** Secure counting to 5 Recognises small quantities without counting			Understands that 5 can be made in different ways Confident comparison to 5	Understands "one more/one less" within 10		Applies knowledge in reasoning tasks Understand teen numbers as 10 + some more Compare numbers beyond Subitise (recognise quantities without counting) up to 5number bonds up to 5 and some number bonds to 10	Understands place value in teen numbers Solves problems independently	different contexts Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Mixed F1 & F2 Long Term Plan

EAD													
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
	Explore paint, collage, malleable materials Make random marks and movements Explore joining and stacking Begin to notice colours and textures Join in with simple songs and rhymes Explore instruments	Begin to give meaning to marks and models Use simple tools (glue spreaders, rollers) Combine materials in simple ways Explore colour mixing (with support) Remember and sing parts of familiar songs Begin to move rhythmica	Create simple representations (faces, houses) Use tools with increasing control Select resources independently Begin to plan before creating Develop storylines in pretend play Use small world with increasing imagination Explore different sounds	Join materials with increasing skill Use drawing to represent ideas Experiment with different techniques Sing whole songs Perform to a small audience Create simple narratives in play **Assessment Checkpoints**	Create with increasing detail Make choices about colour and materials Adapt creations with support Use props to enhance role play Keep a storyline going Explore rhythm and tempo	Create simple representations with detail Sing familiar songs confidently Engage in imaginative play with peers Select resources for a purpose		Explore a range of media and tools Draw with increasing detail Begin to represent events and people Explore colour mixing independently Sing familiar songs confidently Use instruments with awareness of sound Develop simple	Develop cutting and joining skills Create simple models with a purpose Draw recognisable shapes and forms Begin to evaluate own work Perform songs and rhymes to others Create narratives in small world play Use vocabulary linked to	Add detail to drawings (features, settings) Combine media for effect Begin to plan before creating Invent, adapt and recount narratives Act out stories Use instruments to represent ideas **Assessment Checkpoints** Explains choices	Safely use and explore tools with precision Represent ideas clearly in art and models Evaluate and improve creations Perform to larger audiences Develop detailed storylines in play Use expression in music and movement	Create detailed representations Use tools confidently and safely Make purposeful choices in materials Create and narrate their own stories Perform confidently in groups Explore rhythm, tempo and dynamics	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

Mixed F1 & F2 Long Term Plan

	(loud/quiet) Engage in pretend play alongside others Imitate familiar actions (e.g. cooking, feeding baby) **Assessment Checkpoints** Explores materials freely Joins in with repeated song phrases	lly to music Engage in simple role play with others **Assessment Checkpoints** Talks about what they have made Participates in group singing	using instruments **Assessment Checkpoints** Chooses resources with purpose Sustains imaginative play	Explains what they are creating Uses imagination to extend play				storylines in role play **Assessment Checkpoints** Adds detail intentionally Sustains imaginative play with peers	stories in play	made in artwork Adapts stories independently			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

Mixed F1 & F2 Long Term Plan

UW													
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
	Focus **Myself and my community** **Past and Present** Talk about members of their immediate family Notice familiar routines Begin to talk about events in their own life **People, Culture and Communities**	**Focus: Celebrations & seasons** **Past and Present** Talk about recent events (birthdays celebrations) Begin to use simple time language (now, before) **People, Culture and Communities** Begin to learn about different	**Focus: Growth & change** **Past and Present** Talk about how they have grown Begin to sequence simple events **People, Culture and Communities** Recognise that people celebrate different things Show interest in different cultural traditions	**Focus: Exploring the wider world** **Past and Present** Begin to talk about differences between past and present (simple terms) **People, Culture and Communities** Explore simple maps (e.g. classroom map) Talk about different places	**Focus: Investigation & enquiry** **Past and Present** Talk about changes they notice over time **People, Culture and Communities** Explore different countries (through stories) Compare environments **The Natural World**	Talk about their family and past experiences Notice differences between people and places Observe and talk about the natural world Show curiosity and ask simple questions		**Focus: Myself & my community** **Past and Present** Talk about family members and roles Describe events in own life **People, Culture and Communities** Understand classroom community Begin to compare homes and environments	**Focus: Celebrations & traditions** **Past and Present** Talk about differences between now and the past (simple comparisons) Listen to stories set in the past **People, Culture and Communities** Explore a range of celebrations Recognise similarities and	**Focus: Growth & change** **Past and Present** Compare past and present in stories Sequence familiar events **People, Culture and Communities** Explore simple maps Compare life in this country and others (through stories)	**Focus: Exploration & enquiry** **Past and Present** Talk about how things have changed over time **People, Culture and Communities** Identify similarities and differences between communities Use simple geographical vocabulary **The Natural World** Explore simple	**Focus: Deepening understanding** **Past and Present** Understand that some things happened before they were born Talk about significant events in stories **People, Culture and Communities** Compare environments more confidently Recognise diversity in	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

Mixed F1 & F2 Long Term Plan

	Recognise familiar adults Notice differences between people (appearance, likes) Begin to talk about where they live **The Natural World** Explore the outdoor environment Notice changes in weather Explore natural materials (leaves, sticks, sand)	celebrations Notice similarities and differences between families **The Natural World** Observe seasonal changes (Autumn) Explore light and dark Show care for living things (with support) **Assessment Checkpoints** Talks about	**The Natural World** Plant seeds and observe growth Explore materials (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	**The Natural World** Observe animals and habitats Talk about features of environments Explore simple forces (push/pull) **Assessment Checkpoints** Uses simple geographical language Talks about animals and environments	Ask questions about how things work Explore water, floating/sinking Show care for environment			**The Natural World** Explore seasonal changes (Autumn) Describe what they see outdoors **Assessment Checkpoints** Talks confidently about own experiences Notices seasonal differences	differences in traditions **The Natural World** Explore materials and their properties Observe changes in winter	**The Natural World** Understand plant growth Observe animal life cycles Explore habitats **Assessment Checkpoints** Uses simple historical language Talks about differences between places	scientific investigations Understand effects of changing seasons Explore forces and materials	their community **The Natural World** Describe environments and habitats Explore food chains (simple) Ask and answer questions about why things happen	class and storytelling Describe their immediate environment using 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

Mixed F1 & F2 Long Term Plan

	Assessment Checkpoints Talks about home experiences Shows curiosity about surroundings	special events Notices seasonal features											Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural

Mixed F1 & F2 Long Term Plan

													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