

Alexandra Infants' School  
Long Term Plan  
Foundation Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/ Interests	Homes  Where do I live?	Transport  Why do we need transport?	Once upon a time  What are my important phrases?	People who help us/heroes What do every day super hero's look like?	Life cycles  How do things change?	Food growing  How do plant grow?
Key Texts	Little red riding hood  The three little pigs	What the lady bird heard  Ten little light bulbs Christmas	The three billy goats gruff  Cinderella	Supertato  Supertato Veggies assemble	Hungry caterpillar  Life cycle of a plant Life cycle of a chick	Gruffalo  Jack and he beanstalk
Quality story time books	A squash and a squeeze  Mog and meg  Monkey puzzle  Guess how much I love you  Whatever next  Peace at last  Hairy McClary	That's not my car  Sheep and the Jeep  Meerkat mail  The snail and the whale  Handas Surprise  Cant you sleep little bear  Mr Grumpys Outing	Never say no to a princess  Funnybones  The princes and the pig  The princess and the pea  Stickman  The great paper caper  Where the wild things are	Revolting rhymes  Aliens love underpants  One ted falls out of bed  Giraffes cant dance  The queens hat  The queens Knickers  The tiger that came for tea	Tyrannosaurus drip  The story of the little mole  Famer duck  Hairy McCalary  Old bear  Hairy McClairy  Lost and Found	The cave  The cat in the hat  5 minutes peace  Dogger  Green eggs and ham  Hairy McClairy  Highway rat

Enrichment opportunities	Local environment walk	Visit from santa Post a letter to santa	Ball	Firefighter visit Police Fire station trip	Chick and butterflies	Grow beans  Visit a farm
Role play	Home corner	Grotto and post office	Castle	Supermarket	Minibeast cave	farm
Communication and Language  (Listening, attention and Understanding and Speaking)	<p><b><u>Listening and understanding</u></b> Understand how to listen carefully and why listening is important Learn new vocabulary. Describe events in some detail Engage in story times. Listen to and talk about stories to build familiarity and understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b><u>Speaking</u></b> Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>		<p><b><u>Listening and understanding</u></b> Ask questions to find out more and to check they understand what has been said to them Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Describe events in some detail Engage in story times. Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b><u>Speaking</u></b> Use new vocabulary in different contexts.</p>		<p><b><u>Listening, Attention and Understanding</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories,</p>	

	<p>Develop social phrases. Learn new vocabulary. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them</p> <p>Taught through stories, our class stories and out topic books. Words of the week and common phrases in each story.</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Learn new vocabulary. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them</p> <p>Rein acting stories in their role play using new vocab taught</p>	<p>non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Re telling stories and explain why things happen and how building from what they have been taught.</p>
<p>Personal, social and Emotional Development  (Self-Regulation, Managing self, Building Relationships)</p>	<p><b><u>Self-Regulation</u></b> See themselves as a valuable individual. <b><u>Managing Self</u></b> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. <b><u>Building Relationships</u></b> Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p>PSHE topics and building relationships in the continuous provision</p>	<p><b><u>Self-Regulation</u></b> Build constructive and respectful relationships. <b><u>Managing Self</u></b> Show resilience and perseverance in the face of challenge. <b><u>Building Relationships</u></b> Think about the perspectives of others. Continue to manage their own needs.</p> <p>Consider others feelings and support</p>	<p><b><u>Self-Regulation</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <b><u>Managing Self</u></b></p>

				<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>Building Relationships</u></b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>
Physical Development	Gross Motor Skills)	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep</p>	<p><b><u>Gross Motor Skills</u></b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="background-color: #FFFF00;">Ride a two wheel scooter</p> <p style="background-color: #FFFF00;">Throw and hit a target</p> <p style="background-color: #FFFF00;">Catch a smaller ball</p>

		<p>table or sitting on the floor. Combine different movements with ease and fluency.</p> <p><b>PE, Squiggle wiggle sessions to build strength in arm gross motor skills</b></p>	<p>routine - tooth brushing - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - personal hygiene - mealtimes</p>	
	(Fine Motor Skills and	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>PE sessions and handwriting sessions</b> <b>Daily writing opportunities and fine motor development activities</b></p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
Literacy (Writing, Word Reading and Comprehension)		<p><b><u>Comprehension</u></b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><b><u>Word Reading</u></b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme</p>	<p><b><u>Comprehension</u></b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><b><u>Word Reading</u></b> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p><b><u>Writing</u></b> Spell words by identifying the sounds and then writing the sound with letter/s. Using a capital letter and full stop.</p>	<p><b><u>Comprehension</u></b> 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 and during role play.</p> <p><b><u>Word Reading</u></b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic</p>

	<p><b>Writing</b> Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences</p> <p>Daily phonics session, handwriting opportunities and story time</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Daily writing opportunities in the continuous provision Opportunities in phonics to development in writing as well as reading</p>	<p>knowledge, including some common exception words.</p> <p><b>Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
<p>Mathematics (Number and Numerical Pattern)</p>	<p><b>Number</b> Count objects, actions and sounds. Subitise. Explore the composition of numbers to 10. Link the number symbol (numeral) with its cardinal number value.</p> <p><b>Numerical Patterns</b> Continue, copy and create repeating patterns. Compare length, weight and capacity</p> <p>Snappy maths Maths</p>	<p><b>Number</b> Count beyond ten. Compare numbers Understand the ‘one more than/one less than’ relationship between consecutive numbers. Automatically recall number bonds for numbers 0–10.</p> <p><b>Numerical Patterns</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b>Number</b> 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 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

<p>Understanding the World</p>	<p><b><u>Past and Present</u></b>  Comment on images of familiar situations in the past.</p> <p><b><u>People, Culture and Communities</u></b>  Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.</p> <p><b><u>The Natural World</u></b>  Recognise some environments that are different to the one in which they live.   Describe what they see, hear and feel whilst outside.  Explore the natural world around them.</p> <p>Foundation subjects</p>	<p><b><u>Past and Present</u></b>  Compare and contrast characters from stories, including figures from the past.</p> <p><b><u>People, Culture and Communities</u></b>  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Draw information from a simple map.</p> <p><b><u>The Natural World</u></b>  Understand the effect of changing seasons on the natural world around them.  Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Topic- aut 2 mr grumpys outing and all aboard</p>	<p><b><u>Past and Present</u></b>  Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b><u>People, Culture and Communities</u></b>  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 their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b><u>The Natural World</u></b>  Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
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<p>Expressive Arts and Design</p> <p>(Creating with Materials and Being Imaginative)</p>	<p><b><u>Creating with Materials</u></b> Create collaboratively sharing ideas, resources and skills.</p> <p><b><u>Being Imaginative and Expressive</u></b> Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Direct teaches Continuous provision</p>	<p><b><u>Creating with Materials</u></b> Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b><u>Being Imaginative and Expressive</u></b> Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b><u>Creating with Materials</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Being Imaginative and Expressive</u></b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>