



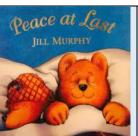
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Overriding Topic	Homes  Types of Houses	Traditional Tales	Down In the Jungle	Pirates	Dinosaurs	Seaside
Secondary topics in addition to our main topic.	-Autumn - Harvest -Halloween	-Christmas -Winter -Bonfire night -Diwali -Remembrance Sunday	-New Year -Chinese New Year -Shrove Tuesday -Valentines Day	-Spring -Easter -St David's Day -Mothers Day -St Patricks Day -World Book Day -Comic Relief -World Poetry Day	-St Georges Day -Father's Day -International Dance day -St George's Day	-Summer -World Environment Day -Water Safety Week -International Picnic Day -Sports Day
Literacy  Wirral School  Library  delivers  fiction, non-	Quality text: Peace at Last	Quality text: The Three little Pigs	Quality text:  Let's All Creep  Through Crocodile  Creek	Quality text: The Pirates Are Coming	Quality text:  Giganotosaurus	Quality text: The Ses Saw





#### Foundation 2 Curriculum Medium Term Plan

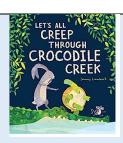
fiction and poetry  $\frac{1}{2}$ termly.



### Additional texts: Whatever Next by Jill Murphy Home by Carson Ellis Lullabyhullabaloo by Mick Inkpen



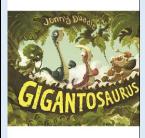
Additional texts: The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl There's a pig up my nose by John Dougherty



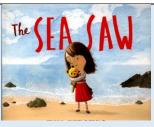
## Additional texts: Find me a Tiger by Lynley Dodd All Aboard for the Bobo Road by Stephen Davies Alfie's Feet by Shirley Hughes



Additional texts: The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae Peter Pan (1953 film) by Disney



#### Additional texts: Dinosaur Roar by Paul and Henrietta Stickland Katie and the Dinosaurs by James Mayhew The big book of dinosaurs by Usborne How big is a million? by Anna Milbourne Volcanoes Usborne Beginners -Harry and the



Additional texts: That rabbit belongs to Emily Brown by Cressida Cowell The Teddy Robber by Ian Beck Under the same sky by Britta Teckentrup

**Book Trust 5** Memorable Text's:

Stories we reread daily before they are added into our class library.

- -Goldilocks and the three bears by Lauren Child -Handa's Surprise by Eileen Browne -The Leaf Thief by Alice Hemming
- -The Three Little Wolves and The Big Bad Pig by Eugene Trivizas - Little Red Riding Hood by Mara Alperin - Three Billy Goats
- -The Gruffalo by Julia Donaldson -The Selfish Crocodile
- by Faustin Charles - Goldilocks and The Three Crocodiles by Michael Rosen
- -Counting in Green 10 Little Ways to Help Our Big Planet by Hollis Kurum - The Spring Rabbit by
- Joyce Dunbar - One Springy Day by
- Nick Butterworth
- Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds -The Paper Dolls by Julia Donaldson
- -Changing Tides by Julia Moscardo -I Hear You Ocean by Callie George -We Love The Seaside by Kate Tym





(1 per day repeated throughout the half term)	-Pumpkin Soup by Helen Cooper -The Lost Acorns by Nick Butterworth	-Percy The Park Keeper One Snowy Night by Nick Butterworth -Oh No! Shark In The Snow by Nick Sharratt	-The Ugly Five by Julia Donaldson - Open Very Carefully BY Nicola O'byrne	- Abracadabra, It's Spring! by Anne Sibley O'Brien -Polly Parrot Picks a Pirate by Peter Bently	- The Smartest Giant In Town by Julia Donaldson -Mad About Dinosaurs! by Giles Andreae and David Wojtowycz -When Dinosaurs Walked The Earth by Sean Taylor	- The Snail and The Whale by Julia Donaldson -What the Ladybird Heard on Holiday by Julia Donaldson
Comprehension	• • •		-Blend sounds into words, so that they can read		- Read simple phrases and sentences made up	
Word reading	for them	ede en that they can	short words made up of known letter-sound correspondences		of words with known letter sound correspondences and, where necessary, a few	
Word reading	-Blend sounds into words, so that they can read short words made up of known letter-		- Read some letter groups that each represent		exception words	
Writing	sound correspondences		one sound and say sounds for them		-Write simple phrases and sentences that can	
,	-Spell words by identi		- Read simple phrases and sentences made up of		be read by others	
	then writing the sound	. •	words with known letter sound correspondences		- Develop word reading, fluency and	
	-Form lower-case lette	ers correctly	and, where necessary, a	few exception words	comprehension	
	-Oral retelling of stor	у	- Read some common ex	ception words matched to	- Form lower-case and capital letters	
	-Draw images and writ	e labels to represent	the school's phonic prog	gramme	correctly	
	the story.		-To create a story map	of the journey and write	-Demonstrate unders	_
	- Read a few common (	•	labels/captions/sentend	ces describing the		retelling stories and
	matched to the school	•	crocodile		_	r own words and recently
	-To label a plan and a	ttempt to write a	-Spell words by identifying the sounds and then		introduced vocabular	•
	simple caption		writing the sound with letter/s		- Use and understand	•
				ve written to check that it	vocabulary during dis	cussions and in play
			makes sense	in atomica		
			-Anticipate key events	in Stories		
			ı			





Phonics	Children attend daily Read Write Inc phonics sessions differentiated to their individual reading stage. Assessments are made twice a term to						
	determine accurate groupings.						
	Children in F2 will learn 25 single letter sounds and set 1 special friends. They will learn to orally segment and blend to say, read and spell						
	real/nonsense words. Children will then apply their phonics knowledge to reading ditty books.						





Mathematics						
mathematics	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose
(We begin	Baseline	Willie Rose	Wille Rose	White Rose	Wille Rose	Will'e Rose
each session	assessments	Circles and	Alive in 5:	Length Height and	To 20 and	Sharing and Grouping:
with a NECTM		Triangles:	<u> </u>	Time:	beyond:	onal my and ordepmy
Mastering	Match, sort and		-Introduce 0		<u> </u>	-Explore sharing
Number	compare:	-Identify and name	-Find 0-5	-Explore length	-Beyond numbers	-Sharing
Starter in		circles and triangles	-Subitise 0-5	-Compare length	beyond 10 (10-13)	-Explore grouping
addition to	-Match Objects	-Compare circles	-Represent 0-5	-Explore height	-Continue patterns	-Grouping
following WR)	-Match pictures	and triangles	-1 more	-Compare height	beyond 10 (10-13)	-Even and odd sharing
<b>3</b> .	-Identify a set	-Shapes in the	-1 less	-Talk about time	-Build numbers	-Play with and build
Number	-Sort objects to a	environment		-Order and sequence	beyond 10 (14-20)	doubles
	type	-Describe position	Mass and Capacity:	time	-Continue numbers	
Numerical	-Explore sorting	·			beyond 10 (14-20)	Visualise, build and
patterns	techniques	1,2,3,4,5	-Compare mass	Building 9 and 10:	-Verbal counting	map:
	-Create sorting		-Find a balance	_	beyond 20	
	rules	-Find 4 and 5	-Explore capacity	-Find 9 and 10	-Verbal counting	-Identifying units of
	-Compare amounts	-Subitise 4 and 5	-Compare capacity	-Compare numbers to 10	patterns	repeating patterns
		-Represent 4 and 5		-Represent 9 and 10		-Create own pattern
	Talk about measure	-1 more	Growing 6,7,8:	-Conceptual subitising	How many now?	rules
	and pattern:	-1 less		to 10		-Explore own pattern
		-Composition of 4	-Find 6,7,8	-1 more	-Add more	rules
	-Compare size	and 5	-Represent 6,7,8	-1 less	-How many did I	-Replicate and build
	-Compare mass	-Composition of 1-5	-1 more		add?	scenes and
	-compare capacity		-1 less	Explore 3D shapes:	-Take away	constructions
	-Explore simple	Shapes with 4	-Composition 6,7,8		-How many did I	-Visualise from
	patterns	<u>sides:</u>		-Recognise and name 3D	take away?	different positions
	-Copy and continue			shapes		
	simple patterns	-Combine shapes		-Find 2D shapes within		Make Connections:
		with 4 sides		3D shapes		





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Communication	- Engage in story	- Listen to and talk	-Use new vocabulary	- Articulate ideas and	- Use new	- Describe events in
and Language	times	about stories to build	through the day	thoughts in well-formed	vocabulary in	some detail
	- Understand how to	familiarity and	- Articulate ideas and	sentences	different contexts	-Retell the story, once
Listening and	listen carefully and	understanding	thoughts	-Connect one idea or	- Ask questions to	they have developed a
Attention	why listening is	-Engage in	-Describe events in	action to another using a	find out more and	deep familiarity with
	important	storytimes	some detail	range of connectives	to check they	the text; some as exact
Speaking	- Learn new		- Listen to and talk	-Learn rhymes, poems	understand what	repetition and some in
	vocabulary		about stories to build	and songs (add to unit)	has been said to	their own words
	- Develop social		familiarity and		them	
	phrases		understanding		-Use talk to help	
	- Engage in non-		- Listen to and talk		work out problems	
	fiction books		about selected		and organise	
	-Connect one idea or		nonfiction to develop		thinking and	
	action to another		a deep familiarity		activities	
	using a range of		with new knowledge		- Explain how things	
	connectives		and vocabulary		work and why they	
					might happen	
				6.11		
Personal,	-Settle into Team	-Manage basic	-See themselves as a	-follow instructions	-Show an	-Set and work towards
social and	F2	hygiene and personal	valuable individual	involving several ideas or	understanding of	simple goals
emotional	-Learn and follow	needs, including	-Work collaboratively	actions.	their own feelings	-Show patience and
development	classroom routines	dressing, going to	with others	-Talk about ways we can	and those of	control over immediate
- 16 - 1 · ·	and promises	the toilet	-Express feelings and	help others; showing	others	impulses
Self Regulation	-Try new activities	-Think about the	consider the feelings	sensitivity to others	-Regulate	-Respond appropriately
	and develop	perspectives of	of others	needs	behaviour	even when engaged in
Managing self	confidence	others	-Work and play	-Reflect and share what	-Give focused	activity
	-Express feelings	-Build constructive	cooperatively and	is important to them	attention	-Talk about the
Building	-Reflect and share	and respectful	take turns with		-Show	importance of regular
Relationships	own bedtime routine	relationships	others		independence,	





	and personal hygiene				resilience and perseverance in the face of challenge	physical activity and healthy eating
Understanding	-Talk about	- Look at homes in	-Investigate and	-Talk about how we	-Observe and care	-Look at a map of the
the World	members of their	the community	describe what they	celebrate Easter and	for our growing	UK and cities, towns,
	immediate family	(Identify what is the	see, hear and feel in	why; recognising that	plants	villages near the sea,
	-Name and describe	same, what's	the jungle	people have different	- Make mini	inland or on islands of
Past and	people who are	different, How have	- Discuss the life	beliefs and celebrate	volcano eruption	the UK
Present	familiar to them.	homes changed over	cycle of a crocodile	special times in	to observe the	-Talk to adults about
	-Observe and talk	time)	- Explore and	different ways.	change of matter	what toys they played
People, Culture	about	-Compare our homes	compare animal	-Look at aerial views of	-Draw a map of a	with as a child and
and	environmental	to those around the	tracks	the school setting	familiar setting	compare them to what
communities	changes in Autumn	world	- Programme a	recgonising simple	-Describe	they play with today
	-Plant tulip and	-Talk about	Beebot to go on a	features	dinosaurs and the	- Investigate what
The natural	daffodil bulbs	landmarks in the local	journey on a playmat	-Investigate a compass	environment they	sort of telephones
world		area	-Investigate cause	and discuss what we now	lived in (plains,	people used before
		-Explain some	and effect over time	use to help us find our	wetlands, desert,	they had mobiles
		similarities and	-Discuss jungle	way	forest and sea)	-Talk about the 5
		differences between	animals and their	-Understand why a map	-Categorise how	senses in relation to
		how Christmas is	young	is flat and a globe a	animals are born	the beach
		celebrated around		sphere	-Talk about it	-Find out about
		the world		- Compare the	means to be	oceans, rivers, lakes,
		-Understand that		environment and climate	extinct	streams
		some places such as		of our country to others		- Explore how
		churches are special		around the world		transport has changed





		to members of their community -Know how and why Diwali is celebrated -Talk about where we live in comparison to where arctic animals live -Observe and discuss snow and ice		-Observe and talk about environmental changes in Spring -Observe and discuss the life cycle of a chick -Name farm animals and their young -Understand the need to respect and care for the natural environment and all living things		- Investigate what materials float/sink -Observe and talk about environmental changes in Summer
Expressive arts and design  Creating with materials  Being imaginative and expressive	-Sing a range of well-known nursery rhymes and songs -Explore ways of joining materials -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	-Perform songs, rhymes, poems and stories with others -Move in time to music -Make use of props and materials when role playing characters in narratives and storiesDevelop storylines in pretend play	-Define colours, shapes, texture and smells in the natural world -Draw or paint a place from observation or imagination Listen attentively to music - Recognise changes and patterns as a piece of music develops	-Experiment with colour, design, texture, form, and function -Make simple prints using a variety of tools, including print blocks and rollersShare creations with others explaining how it was made -Evaluate creations -Watch and talk about dance	-Safely use and explore a variety of materials, tools and artistic techniques -Engage in conversation about an artist and create inspired art - Sing in a group or on their own, increasingly matching the pitch and following the melody	-Invent, adapt and recount narratives and stories -Explore local art (Mermaid/ clown sculptures and wall art in New Brighton) -Develop colour-mixing techniques -Use natural materials and loose parts to make 2D and 3D art





PE	Gymnastics	Dance and Yoga	Multi-Skills			
	-Revise and refine the fundamental	- Listen attentively, move to and talk about music,	-Develop confidence, competence, precision			
	movement skills they have already acquired:	expressing their feelings and responses	and accuracy when engaging in activities that			
	rolling, crawling, walking, jumping, running,	-Explore and engage in music making and dance,	involve a ball.			
	hopping, skipping, climbing.	performing solo or in groups.	-Further develop and refine a range of ball			
	-Confidently and safely use a range of large	-Watch and talk about dance and performance	skills including: throwing, catching, kicking,			
	and small apparatus indoors and outside,	art, expressing their feelings and responses.	passing, batting and aiming.			
	alone and in a group.		- Negotiate space and obstacles safely, with			
	- Combine different movements with ease		consideration for themselves and others.			
	and fluency.		- Demonstrate strength, balance and			
	- Negotiate space and obstacles safely, with		coordination when playing.			
	consideration for themselves and others		- Move energetically, such as running,			
	Demonstrate strength, balance and		jumping, dancing, hopping, skipping and			
	coordination when playing.		climbing.			
	- Move energetically, such as running,					
	jumping, dancing, hopping, skipping and					
4 1 1111	climbing.					
Additional	<del>-</del>					
Fine and Gross  Motor Skills	Throughout the year children have many opp	•	l			
MOTOR SKIIIS		d, cuts curved lines and circle shapes, cuts complex s	napes			
	• Fastenings					
	Building with small Lego and small cons	truction.				
	<ul> <li>Sorting loose parts using tweezers</li> </ul>					
	Nuts and Bolts					
	Pasta and bead lacing					
	<ul> <li>Peg Boards and Pin Boards</li> </ul>					
	<ul> <li>Water play</li> </ul>					
	Sand play					
	<ul> <li>Play-dough (dough disco)</li> </ul>					



taken

place.

# Kingsway Primary School



interrelated

music.

### Foundation 2 Curriculum Medium Term Plan

	<ul> <li>Threading</li> </ul>								
	Air writing in phonics								
	Each Charanga unit to	eaches children to:							
Music									
	1. Listen and Respond	•							
Listening and		•		a different style. They will	•	_			
responding to	•	-led movement but start	to teach the children to	follow and copy instruction.	The children will begin	n to respond verbally and			
different styles	with movement.								
of									
music, embedding	-		_	ing classroom instruments t					
foundations of	•			g, laying down the foundatior					
the interrelated		••	ythm, pitch and tempo, o	dynamics, timbre, structure,	texture), singing and p	olaying instruments and			
dimensions of	that they are all linked	d.							
music, listening	• • •								
to,	• • •	rhymes and action song		• • •					
learning to sing	Children will learn four	r nursery rhymes and two	o action songs in each un	ıt					
or sing along	4 01 10 6								
with nursery rhymes and	4. Share and Perforn	n							
action songs,									
improvising	Cla avanua a	<b>C</b> I	<b>6</b> 1	Ch anama a	<b>O</b> la	<b>(1)</b>			
leading	Charanga	Charanga	Charanga Camilla	Charanga	Charanga	Charanga			
to playing	Explore: growing,	Explore: using your	Explore: family,	Explore: animals, jungle,	4 1 (44	Reflect, Rewind and			
classroom	homes, colour, toys	imagination,Christma	friends, people and	minibeasts, night and	1. Listen and	Replay			
instruments and,	and how I look	s, Festivals, Fairies,	music from around	day, sand and water,	Appraise	Consolidation of			
share and	Jan 196	Pirates, Treasure,	the world	seaside, seasons,	2. Musical	learning and			
perform the	A War	Superheroes, Let's		weather, sea and space	Activities - learn	contextualising the			
learning that has		pretend and Once			about the	history of			

upon a time





		MY STORIES	EVERYONE	OUR WORLD	dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	
Trip	-Halloween stay and	-Christmas visit with		-We have eggs in school	-Dinosaurs visit	-New Brighton Beach-
Opportunities and events	play	an opportunity to see farm animals		and experience them hatching.	school -Dinosaur museum	-Transient art on the
and events		see farm animais		natching.	exhibit	beach / Picnic
				-Easter stay and play	- CATHELL	/Mermaid trail
						-Sports Day