





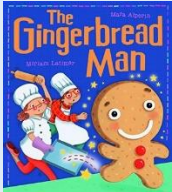
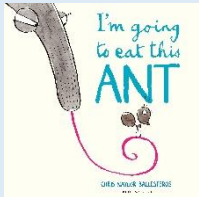
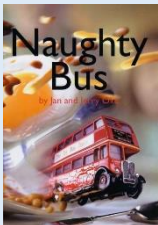

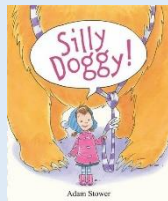
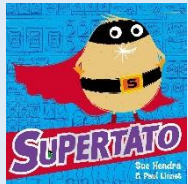


**Kingsway Primary School**  
Foundation 2 Curriculum Long Term Plan 2022-23

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	<b>The Senses/ Ready Steady Grow</b> 	<b>Mini Beasts</b> 	<b>Transport / London</b> 	<b>Farm</b> 	<b>Safari / Africa</b> 	<b>Superhero's</b> 
English	Quality text: <b>The Gingerbread Man</b> 	Quality text: <b>I'm Going to Eat This</b>  <b>Ant</b>	Quality text: <b>The Naughty Bus</b> 	Quality text: <b>The Journey Home</b> 	Quality text: <b>Silly Doggie!</b> 	Quality text: <b>Supertato</b> 
Comprehension word reading  Writing	-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 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 a few common exception words	-Read some letter groups that each represent one sound and say sounds for them - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Read some letter groups that each represent one sound and say sounds for them	- Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> <li>- Engage in extended conversations about</li> </ul>	-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - Read a few common exception words matched to the school's phonic program

	<ul style="list-style-type: none"> <li>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</li> <li>-Write some or all of their name</li> <li>-Write some letters accurately</li> <li>-Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>- Form lower-case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>matched to the school's phonic program</li> <li>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</li> <li>-Write some or all of their name</li> <li>-Write some letters accurately</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>- Form lower-case letters correctly</li> <li>-Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>- Read a few common exception words matched to the school's phonic program h</li> <li>-Form lower-case letters correctly</li> <li>-Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>-Re-read what they have written to check that it makes sense</li> <li>- Form lower case letters correctly</li> <li>-Write short sentences with words with known sound-letter correspondences</li> <li>-Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>-Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>- Read a few common exception words matched to the school's phonic program</li> <li>-Form lower-case letters correctly</li> <li>-Write short sentences with words with known sound-letter correspondences</li> <li>-Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>- Re-read what they have written to check that it makes sense.</li> <li>-Form lower-case and some capital letters correctly</li> <li>-Write short sentences with words with known sound-letter correspondences</li> <li>-Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>stories, learning new vocabulary</li> <li>-Form lower-case and some capital letters correctly</li> <li>- Write short sentences with words with known sound-letter correspondences</li> <li>-Re-read what they have written to check that it makes sense</li> <li>- Form lower-case and capital letters correctly</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>-Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>-Form lower-case and capital letters correctly</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>-Re-read what they have written to check that it makes sense</li> <li>-Form lower-case and capital letters correctly</li> <li>-Spell words by identifying the sounds and then writing the sound with letters</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>-Re-read what they have written to check that it makes sense</li> </ul>
<b>Phonics</b>	<p>Children attend daily phonics sessions differentiated to their individual reading stage. Assessments are made twice a term to determine accurate groupings.</p> <p>Reading books are sent home weekly.</p>					

<b>Mathematics</b>	<p>White Rose Baseline assessments</p> <p><b><u>Number and Place Value:</u></b></p> <p>Numbers to 5 -one, two, three -four -five</p> <p><b><u>Addition and Subtraction:</u></b></p> <p>Sorting -Sorting into groups</p> <p><b><u>Number and Place Value:</u></b></p> <p>Comparing Groups -Comparing quantities of identical objects -Comparing quantities of non-identical objects</p>	<p>White Rose</p> <p><b><u>Addition and Subtraction:</u></b></p> <p>Change within Five -1 More -1 Less</p> <p><b><u>Measurement:</u></b></p> <p>Time -My Day</p> <p>+Introduced 2D Shape</p>	<p>White Rose</p> <p><b><u>Addition and Subtraction:</u></b></p> <p>Numbers to 5 -Introducing Zero -Number Bonds to 5</p> <p><b><u>Number and Place Value:</u></b></p> <p>Numbers to 10 -Counting to 6,7 and 8 -Counting to 9 and 10 -Comparing groups up to 10</p>	<p>White Rose</p> <p><b><u>Addition and Subtraction:</u></b></p> <p>Addition to 10 -Combining two groups to find the whole -Number bonds to 10 with a 10 frame -Number bonds to 10 part whole model</p> <p><b><u>Geometry:</u></b></p> <p>Shape and Space -Spatial awareness -3D Shape -2D Shape</p>	<p>White Rose</p> <p><b><u>Geometry</u></b></p> <p>Exploring Patterns -Making simple patterns -Exploring more complex patterns</p> <p><b><u>Addition and Subtraction:</u></b></p> <p>Count on and Back -Adding by counting on within 5 and then 10 -Taking away by counting back within 5 and then 10</p>	<p>White Rose</p> <p><b><u>Number and Place Value:</u></b></p> <p>Numbers to 20 -Counting to 20</p> <p><b><u>Multiplication and Division:</u></b></p> <p>-Numerical Patterns -Doubling -Halving and sharing -Odds and evens</p> <p><b><u>Measurement:</u></b></p> <p>-Length, height and distance -Weight -Capacity</p>
	<p><b>Communication and Language</b></p> <p>- Engage in story times - Understand how to listen carefully and why listening is important - Learn new vocabulary - Develop social phrases - Engage in non-fiction books</p>	<p>-Listen to and talk about stories to build familiarity and understanding -Understand how to listen carefully and why listening is important -Learn new vocabulary -Engage in story times</p>	<p>-Use new vocabulary through the day. -Articulate their ideas and thoughts in well-formed sentences -Describe events in some detail</p>	<p>-Use new vocabulary through the day. -Articulate their ideas and thoughts in well-formed sentences -Describe events in some detail</p>	<p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story -Understand 'why' questions -Be able to express a point of view and to debate when they</p>	<p>-Use new vocabulary in different contexts - Ask questions to find out more and to check they understand what has been said to them -Connect one idea or action to another using a range of connectives</p>

		<ul style="list-style-type: none"> <li>-Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Connect one idea or action to another using a range of connectives</li> <li>-Learn rhymes, poems and songs (add to unit)</li> </ul>	<ul style="list-style-type: none"> <li>disagree with an adult or a friend, using words as well as actions -</li> <li>Understand a question or instruction that has two parts</li> <li>-Use talk to organise themselves and their play</li> </ul>	<ul style="list-style-type: none"> <li>- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> </ul>
<b>Personal, social and emotional development</b>	<ul style="list-style-type: none"> <li>-Baking role play area</li> <li>-Provide different enhancements around the classroom encouraging pupils to try new activities and develop confidence.</li> <li>-Take a trip to a bakery/local shops – link to pupils’ own experiences.</li> <li>-Bring back to the classroom by setting up bakery role play based on visit with children taking ownership of layout (link to PD).</li> <li>-Create a ‘make your own dough’ area and include ginger to make gingerbread dough.</li> <li>-Discuss how the characters feel at different points in the story and identify emotions.</li> <li>-Share experiences of baking at home.</li> </ul>	<ul style="list-style-type: none"> <li>-Send home a task for pupils to go on a bug hunt with their families and draw images/take photos of their findings – bring back to share with the class</li> <li>-Visitor bringing in different minibeasts- are the pupils confident enough to ask questions?</li> <li>-Discuss how the animals feel at different points in the story. Is the ant scared? Identify the feeling of ‘brave’ and ask pupils to give examples of when they are brave</li> <li>-Highlight the importance of washing hands and hygiene before making food from the story</li> <li>- Discuss the phrase ‘ants in your pants’ - have the pupils heard it before?</li> <li>-Show the pupils how to cut out ‘pants’ from</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss why the bus is naughty and the importance of apologising / forgiveness after an apology</li> <li>-Rules- why it is important to follow the rules</li> <li>-Helping others- give children responsibilities such as getting their own snack/milk or washing up afterwards.</li> <li>-People who help us- invite people into the setting to talk about what they do</li> <li>-Talk about feeling lonely and scared- how can we help others who feel like this?</li> <li>-Homework task – ask the pupils to create some ideas for a new story with their family – The Naughty Bus at night-time</li> <li>-Bus role play with chairs set out, tickets, payment etc</li> <li>-Show and Tell- has anyone been to London (or anywhere else)</li> </ul>	<ul style="list-style-type: none"> <li>-Family trees – who is in my family?</li> <li>-Who looks after them and what makes them feel special?</li> <li>-Working as part of a group or class adjusting to the situation – Mud kitchen, role play, cave making</li> <li>-Confident to try new activities and speak in familiar groups</li> <li>- Show and Tell- What are mealtimes like at your house? What are bedtimes like? Talk about birthdays</li> <li>- If live egg hatching is possible, encourage children to take responsibility for their care, create rules or a responsibilities list together for feeding etc</li> <li>- Visit a local farm to see the chickens- encourage the children to ask the farmer questions</li> <li>- Hattie is afraid of heights. Is there anything</li> </ul>	<ul style="list-style-type: none"> <li>-Role play of different parts of story</li> <li>-Provide masks/ accessories such as hats so pupils can take on character roles</li> <li>-Work in groups with common goal: sorting props in groups, working together</li> <li>-Pupils share predictions of story, listening to each other’s ideas, building on/questioning them</li> <li>-Pupils mirror bears emotions from facial expression in book. How does it feel when you get lost?</li> <li>-What makes us feel sad?</li> <li>-Visit a local zoo or safari park and talk to the keepers. Can the children ask questions with adult support?</li> <li>-Take the children and their teddies out on a local area walk. Talk about road safety.</li> </ul>	<ul style="list-style-type: none"> <li>-How can we be heroes? Who can we help? Discuss people who help us</li> <li>- Invite local heroes/people who help us into school and encourage the children to ask questions</li> <li>-Would you forgive Evil Pea? Discuss forgiveness</li> <li>-Discuss which school rules Evil Pea is breaking</li> <li>- Talk about situations in the setting where conflicts may arise- how can we solve these problems without arguing or fighting?</li> <li>-How do the vegetables feel at different parts of the story? Match pictures in the story to emotions cards</li> </ul>

		a piece of bread, spread jam and add raisins. They can eat 'ants in their pants!'	before? Does anyone use a bus locally?	you are afraid of? How can we overcome our fears?	- How did the zookeeper feel when he found the bear? Why?	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>-Investigate what happens to gingerbread if left in water.</li> <li>-Share experiences of baking at home.</li> <li>-Trip to a bakery/local shops or invite a baker in and ask questions. - Draw a map of the route you take to the bakery/shop.</li> <li>-Draw a map of the route taken by the gingerbread man and animals in the story.</li> <li>-Bake own gingerbread men and decorate</li> <li>-link to brushing teeth/ healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>-Observing different bugs</li> <li>-Worm observation jar</li> <li>-Seasonal changes around school for this time of year – observing changes</li> <li>-Looking at different animal habitats</li> <li>-Minibeast hunt outside- where is the best place to find them?</li> <li>-Find out what ants like to eat and make an 'ant restaurant' outside</li> <li>-Make an ant using sticks and stones outside. Label the anatomy of the ant</li> </ul>	<ul style="list-style-type: none"> <li>-Make a pond in the builder's tray and explore floating and sinking</li> <li>-Have a class fish to observe and look after</li> <li>-Take Naughty Bus outside into school grounds. What plants and mini beasts does he see on his adventure?</li> <li>-Compare London to your local area</li> <li>-Draw and label the map of London and use beet bot to make directions</li> </ul>	<ul style="list-style-type: none"> <li>-Animals that live in caves and/or hatch from eggs</li> <li>- Shadows</li> <li>-Live egg hatching</li> <li>-How to care for our class chicks</li> <li>-Similarities and differences between themselves and others – book discussions on family and homes</li> <li>- Making parachutes</li> <li>-Seasons linked to snow and rain</li> <li>-Compare living in New York city to a village (depending on where your setting is)</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss pupils' pets/class pet. How do you look after them?</li> <li>-Discuss safari/ zoo animals. Who looks after them? What do some of the animals need? Space, enclosure, food, shelter etc</li> <li>- Talk/write a list of questions to ask a zookeeper</li> <li>- Allow the pupils to explore interactive Chester Zoo map using a tablet or laptop</li> <li>-Using Chester Zoo website – 'How to make wildflower wellies'</li> <li>-Create mini animal habitats using natural materials for small world play</li> <li>-Compare the bear in the story to other bears in stories e.g. Goldilocks and the Three Bears</li> </ul>	<ul style="list-style-type: none"> <li>-Where do our vegetables come from? How do they grow?</li> <li>- Vegetables frozen in ice - observe what happens. How can we make the ice melt faster?</li> <li>-Grow your own potato kits</li> <li>-Use green screen technology to retell the story of Supertato - dress up as superhero characters</li> <li>-Make vegetable soup/ mashed potato. Look and describe a potato before boiling- notice the changes</li> </ul>

					-Draw a map of the bears route from the zoo to the garden	
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>-Transient art gingerbread men – having a gingerbread man template and various art materials to place on top.</li> <li>-Create a boat/bridge for the gingerbread man to use to get across the river (link to PD by using large blocks).</li> <li>-Provide story stones</li> <li>- Baker’s role play area.</li> </ul>	<ul style="list-style-type: none"> <li>-Singing different songs: Ants go marching in</li> <li>-Fly swatter painting</li> <li>-Animal restaurant role play – add different pictorial menus to the restaurant</li> <li>-Make ant pies for anteater in the mud kitchen- what else would he like to eat?</li> <li>Make menus to match</li> <li>-Paint stones with bug patterns and designs</li> <li>-Learn and sing ‘The Ants Go Marching One by One’</li> <li>-Finger painting ants</li> </ul>	<ul style="list-style-type: none"> <li>-Singing different songs: The wheels on the bus/London Bridge is falling down</li> <li>-Driving vehicles through paint and on to paper</li> <li>-Use junk modelling to make London buses and London landmarks</li> <li>-Home role play – add images and props from the book e.g., tins of beans</li> <li>-Create huge maps of the route the bus could take and annotate/label</li> <li>-Create a huge London bus using block play blocks</li> </ul>	<ul style="list-style-type: none"> <li>-Using a range of art media create big art, cities, new settings, animals and Hattie</li> <li>- Animal patterns</li> <li>-Music at bedtime- lullaby and instruments</li> <li>-Sing- “Old McDonald Had a Farm” and other nursery rhymes</li> <li>- Making caves</li> <li>-Decorations for the party</li> <li>-Making parachutes</li> <li>-Role play opportunities/ block play/small world.</li> <li>-Bake cakes for the party and for parents</li> </ul>	<ul style="list-style-type: none"> <li>-Build a safari/zoo enclosure</li> <li>-Role play story using masks and props.</li> <li>-Act out and recite ‘We’re going on a bear hunt’ by Michael Rosen (watch the video)</li> <li>-Bear hunt- forest school, build shelter for a bear</li> <li>-Using Chester Zoo map or local zoo/safari park map, create own safari park or zoo map with your favourite animals</li> <li>- Footprints with wellies and animal prints – create patterns</li> <li>- Use junk modelling resources to create enclosures for the characters from the text</li> <li>-Transient Art African patterns</li> <li>-Painting African patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Vegetable heroes- Create superhero vegetables with pipe cleaners, googly eyes and small pieces of fabric</li> <li>-Vegetable prints - Superhero dress up and supermarket role play</li> <li>- Make own superhero mask/ capes</li> <li>-Make superhero laser goggles using egg cartons or cuffs using card</li> <li>- Make paint patterns using kitchen utensils</li> <li>-Design and make evil pea traps</li> <li>-Create a superhero obstacle course</li> <li>-Write on black paper with a pencil and use a torch to read...bat writing</li> </ul>
<b>PE</b>	<b>Basic skills</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Yoga</b>	<b>Athletics</b>
<b>Physical Development Topic Enhancements</b>	<ul style="list-style-type: none"> <li>-Draw a large gingerbread man in chalk on the wall/floor. Use paintbrushes and water to trace the lines and make him disappear.</li> </ul>	<ul style="list-style-type: none"> <li>-Use pincers to collect ants from a sensory tub</li> <li>-Move like a bug</li> <li>- In PE pupils could move around like ants and anteaters; focus on the verbs used in the story and then add own</li> </ul>	<ul style="list-style-type: none"> <li>-Baked beans in builder’s tray to make pathways through and to pick up using pincers</li> <li>-Draw the route the bus takes on a map with a pencil</li> </ul>	<ul style="list-style-type: none"> <li>-Design a city using large play equipment and construction to use as a base for role play</li> <li>-As animals travel across various equipment, explore different ways of travelling: teetering</li> </ul>	<ul style="list-style-type: none"> <li>-Look at how bears move</li> <li>- Role play how the bear got from the safari to the garden using an obstacle course that pupils can make in outdoor area</li> </ul>	<ul style="list-style-type: none"> <li>- Frozen peas and tweezers - Put an amount in each container/ save the frozen evil peas from the jelly!</li> <li>-Play with Mr Potato head</li> <li>- Attach clothing by lining up clip and hole</li> </ul>



	<p>-Thread laminated gingerbread men with string/ thread buttons onto a laminated gingerbread man.</p> <p>-Act out chasing the gingerbread man – large and small movements.</p> <p>-Follow the gingerbread leader- run, dance, prance, whirl, twirl, wiggle, giggle etc.</p> <p>-Use dough – gingerbread dough, cutters, buttons. - Provide opportunities for gingerbread stamping – gingerbread cutters and paint.</p> <p>-Use large tweezers to decorate gingerbread men with various materials e.g. buttons, small pebbles.</p> <p>-Bakery role play - using various sized spoons for mixing/collecting flour.</p>	<p>-Making food from the story; ant sandwiches, ant lemonade, ant soup- link to healthy eating and PSED</p> <p>-Mint playdough- mint sauce is used in a roast dinner traditionally but what else is mint? Can the pupils make links? - Tie up strawberry laces like the anteater's tongue</p> <p>-Make insects using playdough- how many legs does your insect need?</p> <p>-Cut out a spiral on a piece of pink paper to make your own anteater's tongue</p>	<p>-Bedtime routines and personal hygiene (including oral health)</p> <p>-Wash toy cars and buses using a toothbrush, water and fairy liquid</p> <p>-In PE pupils could travel in different ways around a route (London)</p> <p>-Create a route outside for the bikes and trikes to travel and make stops along the way. You could even</p>	<p>across treacherous ledges, soaring through, sliding, creeping</p> <p>-Use big blocks or large loose parts to recreate the journey</p> <p>-Mud kitchen – bake birthday cakes, enjoy mealtimes</p> <p>-Mark making –Going on a journey through different settings, focusing on gross and fine motor skills, then into mark making</p> <p>-Writing/drawing with feathers</p> <p>-Cave gloop – footprints, trails, patterns</p> <p>-Weaving linked to knitting – through gates, wooden railings, scarf hangers, geo boards</p>	<p>- Make marks, label pictures, write titles for the book, make poster of lost animals etc</p> <p>-Weave on fences to create enclosures using scarves, pipe cleaners, ribbon etc</p> <p>- Model how to chalk a zoo outline on the floor outside for small world play</p> <p>- Use climbing equipment to pretend to climb trees like a bear</p> <p>-African dancing (Dance work shop visit to school)</p>	<p>-Create a super hero assault course outside</p> <p>-Dance write - Tell the story of Supertato and ask the pupils to act out his actions e.g. flying through the air, lifting up the cheese, washing broccoli. On a large roll of paper encourage the pupils to make exaggerated marks showing how he moved e.g. swirls for flying through the air, large dots for stomping through the supermarket, line jumps to show jumping over tins of beans, circular marks to show him washing broccoli</p> <p>-Healthy eating - Use paper plates and art resources to make healthy dinner</p> <p>- Five a day - What would your five be?</p> <p>-Make playdough superheroes</p>
<b>Additional Fine and Gross Motor Skills</b>	<p><b>Throughout the year children have many opportunities linked to topic that involve:</b></p> <ul style="list-style-type: none"> <li>• Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</li> <li>• Fastenings</li> <li>• Building with small Lego and small construction.</li> <li>• Sorting loose parts using tweezers</li> <li>• Nuts and Bolts</li> <li>• Pasta and bead Lacing</li> <li>• Peg Boards and Pin Boards</li> <li>• Water play</li> <li>• Sand play</li> </ul>					

	<ul style="list-style-type: none"> <li>• Play-dough (dough disco)</li> <li>• Threading</li> <li>• Air writing in phonics</li> </ul>					
<b>RE</b>	Theme: Harvest Why do we celebrate Harvest?	Theme: Christmas Key Question: What is Christmas?		Theme: Easter Key Question: What is Easter?  How do people celebrate? – Birthdays		
<b>Music</b>	<b>Charanga</b> Me!	<b>Charanga</b> My Stories	<b>Charanga</b> Everyone!	<b>Charanga</b> Our World	<b>Charanga</b> Big Bear Funk	<b>Charanga</b> Reflect, Rewind and Replay
<b>My Happy Mind</b>	<b>My Happy Mind</b> <b>Module 1: Meet Your Brain</b> Your brain and your mind are different Neuroplasticity Team H-A-P	<b>My Happy Mind</b> <b>Module 2: Celebrate</b> Character strengths	<b>My Happy Mind</b> <b>Module 3: Appreciate</b> Attitude of gratitude	<b>My Happy Mind</b> <b>Module 4: Relate</b> Positive relationships Active Listening Diversity- Stop, Understand, Consider	<b>My Happy Mind</b> <b>Module 5: Engage</b> Goal setting Perseverance Reflection	
<b>PSHE/RSE</b>	<b>Being me in my World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>