

Long term planning - Moonstones F2

	A1	A2	Sp1	Sp2	Su1	Su2						
FS												
Topic	Super me		Let's celebrate		Once upon a time		Paws, claws and whiskers		Let's explore		What on Earth?	
Maths Mastery - NCETM	Composition of numbers to 5				Composition of numbers beyond 5				Secure number facts		Pattern, Shape, space and measure.	
English	Peace at last- Jill Murphy Home-Carson Ellis		I'm going to eat this ant by Chris Naylor-Ballesteros		Let's all Creep through Crocodile Creek by Jonny Lambert		Clem and Crab by Fiona Lumbers		The Pirates are Coming! by John Condon		Romeosaurus and Juliet Rex- by Mo O'Hara	
Science (changing seasons unit runs throughout the year)	<p style="text-align: center;"><u>I am a scientist</u></p> <ul style="list-style-type: none"> Identify features of the present season Describe what they see, hear and feel whilst outside using all 5 senses. Begin to see how the seasons have a cycle. Begin to see that some animals are affected by seasons. Make collections of natural objects and learn the vocabulary to name them Identify what special animals we have in our families. 				<p style="text-align: center;"><u>Animal adventures</u></p> <ul style="list-style-type: none"> Discuss animals found in different places – where are they located e.g. the beach Explore life cycles and how a range of insects and animals grow and change over time. Explore how animals and plants grow and change Explore different natural materials that different animals/insects/ birds use. Develop understanding about the change of season and associated weather patterns. Explore the seasonal cycle. 				<p style="text-align: center;"><u>Our beautiful planet</u></p> <ul style="list-style-type: none"> Discuss animals found in different places – where are they located what adaptations do, they have for their environment. Learn how plants and animals can be used to make food. Find out about recyclable materials – protect the planet Reflect on changing world through the year 			
Understanding the world	<p style="text-align: center;"><u>Peek into the past + people who help us.</u></p> <ul style="list-style-type: none"> Begin to understand how we have changed now we are in school. Begin to explore and ask questions about the past Begin to talk about differences between objects from the past and now, using stories. Begin to talk about a character from the past and see how some things may look different now. Begin to use maps/google Earth to investigate our local area and find school and other key places. Begin to think and talk about features that we see on our journey to school. 		<p style="text-align: center;"><u>People, culture and communities. Different religions and cultures.</u></p> <ul style="list-style-type: none"> Talk about members of family and begin to name and meet some other people in the community. Talk about special times in our own families Begin to see that different families may have different celebrations. Start to learn that there are special places for people in our community. Think about where they live and where school is. Talk about local community outside of school and our homes. 		<p style="text-align: center;"><u>Adventures through time.</u></p> <ul style="list-style-type: none"> Continue to develop an understanding of 'the past' and how it is different to now. Develop understanding about characters from the past e.g. Queen Elizabeth. Contrast similarities and differences with how people celebrate special times in different way and similar ways. Learn more about other places that are far away. Discuss how we 'travel to far away places. Begin to see and talk about some environments that are different to the one in which we live and say what is the same different. 		<p style="text-align: center;"><u>Outdoor adventurers</u></p> <ul style="list-style-type: none"> Begin to make links with previous observations of the world around them. Discuss features of different environments. Use maps, globes to find out about other countries in the world. Explore how animal and plants grow and change. 		<p style="text-align: center;"><u>Exploring maps</u></p> <ul style="list-style-type: none"> Draw own map and routes – link to familiar stories/places. Find a range of different countries on maps and globes that have been learnt. Recognise and talk about some objects from the past and now – including how places change over time. 		<p style="text-align: center;"><u>Around the world.</u></p> <ul style="list-style-type: none"> Use knowledge to discuss and compare different countries. Further explore different processes and talk about why things happen. Reflect on how we have grown and changed over the year in readiness for the new year to come. Compare and contrast characters learnt across the year. 	
Expressive art and design	<p style="text-align: center;"><u>Art and design</u></p> <ul style="list-style-type: none"> Begin to include detail in their own art, moving on from simple representations. Build on previous colour mixing learning for a specific purpose. Handle paintbrushes with increasing tripod control. <p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> Name a wide range of instruments Choose instruments to add to songs Begin to notice and clap a steady beat. 		<p style="text-align: center;"><u>Art and design</u></p> <ul style="list-style-type: none"> Manipulate clay to make a simple model – use tools (create festive decorations) Learn how to paint a clay and salt dough model. Continue to develop different joining techniques. <p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> Watch and talk about performance art. Be introduced to music from around the world. 		<p style="text-align: center;"><u>Art and design</u></p> <ul style="list-style-type: none"> Independently select joining techniques. Experiment with model making using joining. Select and construct with a range of junk materials. Look closer and include finer details in their art through observational drawing. Begin to explore shade and tone Begin to celebrate theirs and others work. <p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> Create own music using instruments. 		<p style="text-align: center;"><u>Art and design</u></p> <ul style="list-style-type: none"> Investigate folding skills. Begin to talk about features of works of famous artists. Continue to look at work of famous artists and compare. <p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> Further explore music and dancing from around the world comparing and contrasting to other styles that have been learned. Learn, remember and perform entire songs paying closer attention to pitch, melody, dynamics and tempo. 		<p style="text-align: center;"><u>Art and design</u></p> <ul style="list-style-type: none"> Select and construct with a range of junk materials with purpose and independence. Include fine detail in work encouraging close care precision. Use shades and tones freely in pieces Handle paintbrushes and tools with confidence and control. <p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> Sing in a group or on their own with increasing pitch and melody match and being increasingly able to identify tempo and dynamic 		<p style="text-align: center;"><u>Art and design</u></p> <ul style="list-style-type: none"> Using and refining skills and techniques to make box models Choose appropriate materials for model making. Use printing techniques with increased control. Rehearsing and refining rolling, shaping and clay modelling. Critique the work of others and offer suggestions. <p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> Replicate choreographed dances to perform for themselves and others with confidence. 	

	<ul style="list-style-type: none"> Begin to notice and clap a steady beat whilst singing, moving to music and creating own music. Imaginative play Engage in simple collaborative play to share ideas to keep play going. Begin to develop storylines in play using a range of props. 	<ul style="list-style-type: none"> Learn, remember and perform entire songs, beginning to note pitch, dynamics, tempo and melody. Begin to copy the dance of others, picking out certain steps/actions. Imaginative play Build on previous experiences to enhance storylines and storytelling Use the skills of imaginative play to use objects to represent other objects. 	<ul style="list-style-type: none"> Play instruments using different dynamics and tempo Continue to clap and recognise a beat in a song. Imaginative play Extend storylines in play using the ideas of others. 	<ul style="list-style-type: none"> Identify some favourite songs or pieces of music. Remember and sing favourite songs, whilst learning new ones. Imaginative play Use new experiences to extend imaginative play. 	<ul style="list-style-type: none"> Sing songs together to listen more closely to the music. Talk about music, expressing feelings and responses. Create music to perform to others Imaginative play Enjoy working together on a desired outcome. 	<ul style="list-style-type: none"> Perform music and dance confidently with imagination. Move and respond to changes in pulse. Play instruments using different dynamics, pitch and tempo Be increasingly aware of some different types of music from around the world. Imaginative play Drawing on experiences from across the year to create and extend complex play.
Personal, social and emotional development	<ul style="list-style-type: none"> Be able to separate from parent/carer with support from a familiar grown up in preparation for a full day at school. Be able to happily participate in a full days schooling. Begin to see that things can be difficult in school. Begin to know the rules of circle time. 	<ul style="list-style-type: none"> Begin to see themselves as a valued member of the class who's likes and dislikes are meaningful to themselves and others. Be happy to take part in activities and show willingness to join in. Begin to express feelings of self and others. 	<ul style="list-style-type: none"> Manage basic needs independently Begin to develop perseverance and resilience in school Begin to think about the thoughts, feelings and ideas of others Oral health 	<ul style="list-style-type: none"> Be able to name a wider range of feelings and emotions. Begin to understand healthy food. Be confident to share ideas and thoughts during circle time, understanding the rules. Know and talk about factors that support their overall health and wellbeing including sensible amounts of screentime. 	<ul style="list-style-type: none"> Be able to develop early problem-solving skills. Continue to develop talking about the thoughts, feelings and ideas of others. Play and interact respectfully with others with little adult support. 	<ul style="list-style-type: none"> Be ready and confident to move to the next class. Show resilience and perseverance Understand and talk about how to stay safe in a range of situations.
Physical development	<ul style="list-style-type: none"> Freely experiment with a range of tools – including for writing and drawing – with an increasing confidence Manipulate scissors with some success on a simple template Revise movements outdoors Develop understanding of being safe in a range of situations. 	<ul style="list-style-type: none"> Work towards a static tripod grip Sit at a table for adult-led tasks with reminders on posture Form a small number of letters with increased accuracy Continue to develop strength in pedalling a trike with control 	<ul style="list-style-type: none"> Advancing confidence towards a static tripod grip. Use a knife and fork with independence to cut some foods. Sit at a table for adult led tasks with mostly-correct posture Explore obstacle courses 	<ul style="list-style-type: none"> Manipulate scissors and other tools with some success on a more complex template. Increase dexterity with small tools Develop ball skills Join in with a simple team game. Take risks (using the trim trail). 	<ul style="list-style-type: none"> Using a static grip in most cases. Manipulate scissors and other tools with confidence. Most letters formed correctly Develop efficient and accurate handwriting. Know and be able to talk about different factors in health and wellbeing. 	<ul style="list-style-type: none"> Refine ball skills. Begin to pedal a two-wheeled bike. Join in with and understand a small number of team games.
Communication and language	<ul style="list-style-type: none"> Beginning to listen with increasing attention and recall in larger groups. Attention span can still be quite short. Develop confidence in speaking in front of a large group. Understands instructions with 3 key words. Speech sound use and awareness increasing with phonics direct teaching. 	<ul style="list-style-type: none"> Listens to longer stories and rhymes with increasing attention and recall. Develop a use of connectives in speech. Begin to use a range of tenses. Developing use and awareness of correct grammar. Ask and understand why and how questions with increasing accuracy. 	<ul style="list-style-type: none"> Further developing of integrated attention i.e. can listen and do in a range of situations. Developing skills in listening carefully and understands why this is important in group and whole class situations Listens to, talks about, asks questions about and makes connections between stories that they read and hear. Speak with increasing confidence in front of a group/whole class. Language and vocabulary expanding. 	<ul style="list-style-type: none"> Develop confident use of connectives in speech Understands increasing complex instructions. Use new vocabulary throughout the day. Correcting grammatical mistakes for themselves with more independence. Speech sound use and awareness increasing further inline with phonics direct teaching. Ask and understand questions for each other with increasing confidence and relevance. 	<ul style="list-style-type: none"> Listens attentively and responds appropriately in a wide range of situations. Maintains attention, concentration and sits quietly during an appropriate activity. Understands 4 key word instructions confidently. Using mostly correct, grammatical sentences. Ask questions to find out more and check understanding of what has been said. 	<ul style="list-style-type: none"> Retell stories, sequencing events, with a deep understanding and familiarity of the text. Use a range of connectives in speech and back and forth conversation Articulate thoughts and ideas in well-formed sentences. Use talk to solve problems, organise thinking and activities and explain how/why things work. Use and apply new and familiar vocabulary with confidence throughout the day. Speech sound use and awareness increasing further in line with phonics and direct teaching up to phase 4 Little Wandle.