

## Long Term Planning Overview

### Year:F2 Reception Red Oaks 25 / 26

	Term 1 <b>Aliens in Space</b>	Term 2 <b>Fabulous friendships</b>	Term 3 <b>Jazzy Journeys</b>	Term 4 <b>Let's tell a tale</b>	Term 5 <b>Marvellous beasts</b>	Term 6 <b>Salty Sea stories</b>
<b>Values</b>	Aspire, Achieve and Grow	Respect	Trust	Unity	British Values	British Values
<b>Events</b>	Harvest No Pens Day Black History	Diwali Remembrance Day Nativity Christmas Black History Month- November	Chinese New Year Library Visit NSPCC Maths Day	World Book Day Science Week- 8-17 <sup>th</sup> March Easter Eid al-Fitr (8 <sup>th</sup> or 9 <sup>th</sup> April)	Library visit	Sports Day International Day Eid al-Adha (June 16 <sup>th</sup> /17 <sup>th</sup> ) Trip to Lydiard
<b>Careers links</b>	Health care professionals Truck safety driver career	Teacher of the deaf/ SBI Advertising exec	Vets - pets at home- Vets / Nurse	Asda food link- Retail career	Librarian visit- Librarian	Woodland trust -link
<b>BIG IMPACT</b>	Crash landed space ship ORSON Alien message Broken space parts Dressed up Aliens visitors or video Space ships	Muddy boots Gingerbread teddy and animals Broken tree branch Hearing aid left out Christmas book	Pair of slippers wrapped Suitcase battered contents Spices collection Cat and hot air balloon crashed Basket of exotic fruit delivered Snow boots and goggles and video	Red Hood glasses shawl and video Mock beanstalk/ boots from ceiling Straw sticks and bricks left out Bridge built outside Broken gingerbread man 3 Bowls of porridge	Giant dinosaur egg or bone hidden Bucket of dinosaurs. Lydiard Eye patch and sword Wormery Lydiard Butterfly eggs and enclosure release Lydiard Giant spider web in trees	Fishing net and bucket Soggy bear found on chair Snailery Sharky fins dance Telescope found / under desk torches Packet of fish fingers cooked Dress up day pirates
<b>Poetry progression</b>	Wind the bobbin up Five little speckled frogs	Five Little Ducks Miss Polly had a dolly	Old Macdonald Teddy Bear Teddy Bear	Jack and Jill Frere Jacques	Here we go around the Mulberry Bush The Grand old duke of York	All 10 reviewed and performed Encourage each child to have at least one on their ILD as evidence.
<b>English: Texts</b>	Whatever next Roaring rockets Goodnight spaceman Wanda and the aliens Welcome to alien school Beegu + spine books	Farmer Duck It's a bear's life After the storm Freddie and the Fairy Christmas Nativity book x2 Best Diwali ever + spine books	Grandpa's magic slippers Windrush-coming to England Market day in India Cat that wanted to go home Handa's surprise The Great Explorer + spine books	Red Riding Hood (Jigsaw link) Jack and the Beanstalk Three Little Pigs Elves and the shoemaker 3 Billy Goats Gruff Gingerbread Man Goldilocks and the 3 bears + spine books	Kate and the dinosaur Harry and his bucketful of dinosaurs. Captain Finn and the pirate dinosaurs Super worm The Very Hungry caterpillar Aaaagh Spider! + spine books	Tiddler Barry the fish with fingers The Sea Saw Shark in the dark/ Shark in the Park Snail and the Whale Pirates love Underpants  + spine books
<b>English: Texts</b>		 Nativity bk				

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<p><b>Communication / Language - Oracy (Shrec)</b></p> <p><b>Share attention</b></p> <p><b>Respond</b></p> <p><b>Expand</b></p> <p><b>Conversation</b></p> <p><a href="http://talkingpoint.org">talkingpoint.org</a> (see link)</p>	<p><u>Attention listening and understanding</u> Knows who to look at who's talking and think about what they are saying.</p> <p><u>Vocabulary</u> Understands a range of related word to explain concepts <i>soon early late soft hard smooth</i></p> <p><u>Speech sounds and grammar</u> Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spagheti'.</p> <p><u>Verbal story-telling and Narrative</u> Lists events with some detail: e.g. "I went nanny's. I had fat chips for tea. I played games on the pooler."</p> <p><u>Conversations and social interactions</u> Confidently starts and takes part in individual and group conversations.</p>	<p><u>Attention listening and understanding</u> Listens to and understands instructions about what they are doing without needing to look up.</p> <p><u>Vocabulary</u> Knows words can be put into groups and can give common examples in them: e.g. Animals: dog, cat, horse</p> <p><u>Speech sounds and grammar</u> Uses well-formed sentences: e.g. "I played with Zoe in the park." but with some errors: e.g. "I falled down."</p> <p><u>Verbal story-telling and Narrative</u> Retells favourite stories - using some of their own words: e.g. "...and she said what a nice mouth you got and the wolf said, 'I can eat you!' Gulp</p> <p><u>Conversations and social interactions</u> Joins in and organises co-operative role play with friends and can pretend to be someone else talking.</p>	<p><u>Attention listening and understanding</u> Understands 2-3 part instruction, e.g. <i>finish your picture then sit on the carpet</i></p> <p><u>Vocabulary</u> Uses words more specifically to make the meaning clearer: e.g. "I saw a funny monkey. It was a spider monkey"</p> <p><u>Speech sounds and grammar</u> Joins phrases with words such as: e.g. if, because, so, could.</p> <p><u>Verbal story-telling and Narrative</u> Describes events but not always joined together or in the right order: e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well"</p> <p><u>Conversations and social interactions</u> Uses language to ask, negotiate, give opinions and discuss ideas and feelings: e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."</p>	<p><u>Attention listening and understanding</u> Can answer a 'How' or 'Why' question e.g. <i>Why do we need a sun hat on? To stop the sun burning our faces.</i></p> <p><u>Vocabulary</u> Compares words, the way they look, sound or mean: (5-7) e.g., "There are two words 'see' at the beach, and you 'see' with your eyes."</p> <p><u>Speech sounds and grammar</u> Speech is clear with occasional errors, especially with consonant blends. (5-7)</p> <p><u>Verbal story-telling and Narrative</u> Tells stories that set the scene, have a basic plot and a sequence of events (5-7)</p> <p><u>Conversations and social interactions</u> Takes turns to talk, listen, and respond in two-way conversations and groups (5-7) Keeps to a topic but easily prompted to move on if it takes over. (5-7)</p>	<p><u>Attention listening and understanding</u> Starts to ignore unimportant information(5-7)</p> <p><u>Vocabulary</u> Can guess the word from clues, or give others clues using shape, size, function, etc (5-7)</p> <p><u>Speech sounds and grammar</u> Has good knowledge of sounds in words (5-7) Asks lots of questions to find out specific information including 'How' and 'Why'. (5-7)</p> <p><u>Verbal story-telling and Narrative</u> Begins to be aware of what the listener already knows and checks: e.g. "You know where I live, right? Well, in that big house by the shop..."(5-7)</p> <p><u>Conversations and social interactions</u> Copies others' language and begins to be aware of current peer language: e.g. Copies swear words, says 'Cool' or 'Yeah right', (5-7)</p>	<p><u>Attention listening and understanding</u> Is aware when a message is unclear and needs clarification? (5-7)</p> <p><u>Vocabulary</u> Uses newly learnt words in a specific and appropriate way: (5-7) e.g. "Dad, you know when you have lots of lions together it is called a pride of lions"</p> <p><u>Speech sounds and grammar</u> Uses different ways to join phrases to help explain or justify an event: (5-7) e.g. "I'm older than you so I will go first"</p> <p><u>Verbal story-telling and Narrative</u> Accurately predicts what will happen in a story. (5-7)</p> <p><u>Conversations and social interactions</u> Uses and experiments with different styles of talking with different people (5-7)</p>
<p><b>BSL</b></p>	<p><u>Animals</u></p>	<p><u>Colours</u></p>	<p><u>People</u></p>	<p><u>Hobbies</u></p>	<p><u>Numbers</u></p>	<p><u>Food and Drink</u></p>
<p><b>Early Reading and comprehension</b></p>	<ul style="list-style-type: none"> <li>Phase 1 recap orally blend and segment words, followed by Phase 2 using RO school Road Map</li> <li>Recognise own name, logos and simple words using introduced phonics</li> <li>Enjoys listening to variety of texts including Spine Books</li> <li>Can handle books carefully and turn the pages independently starting at the beginning of the book.</li> <li>Talk about stories and begin to learn some story vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Identify phase 2 sounds and their corresponding visual phonics action.</li> <li>Begin to apply to simple cvc words and Phase 2 Tricky Words</li> <li>Be familiar with Super Sonic Phonic Friends lesson structure, characters, consistent action eg. Listening Len and Segmenting Seb etc.</li> <li>Uses developing vocabulary and forms of speech that are influenced by reading experience.</li> </ul>	<ul style="list-style-type: none"> <li>Identify phase 3 sounds and their corresponding visual phonics action.</li> <li>Begin to apply to simple cvc words and Phase 3 Tricky Words</li> <li>Continue to develop use of SSPF lesson structure, characters and consistent actions.</li> <li>Enjoys a range of print and digital books, both fiction and non-fiction</li> <li>Enjoy story telling familiar stories</li> <li>To talk about their own favourite books</li> <li>Show enthusiasm when listening to stories being read to them by talking about their favourite characters, events etc</li> </ul>	<ul style="list-style-type: none"> <li>Identify phase 3 sounds and their corresponding visual phonics action.</li> <li>Begin to apply to simple cvc words and Phase 3 Tricky Words</li> <li>Continue to develop use of SSPF lesson structure, characters and consistent actions.</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>Knows that information can be retrieved from books, computers and mobile digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Read Phase 4 ccvc, cvcc words and Phase 4 Tricky Words</li> <li>Continue to develop use of SSPF lesson structure, characters and consistent actions.</li> <li>Read words consistent with their phonic knowledge by sound blending</li> <li>Describes main story settings, events and principal characters in increasing detail</li> <li>Re-enacts and reinvents stories they have heard in their play</li> </ul>	<ul style="list-style-type: none"> <li>Read Phase 4 ccvc, cvcc words and Phase 4 Tricky Words</li> <li>Begin to apply to simple ccvc, cvcc words and Phase 4 Tricky Words</li> <li>Continue to develop use of SSPF lesson structure, characters and consistent actions.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>
<p><b>Phonics - Supersonic Phonic Friends</b></p>	<p><b>PHASE 1</b> WK 1-4 Baseleine Assessment recap</p> <p><b>PHASE 2</b> WK 5 SATP WK 6 INMD WK 7 GOCK</p>	<p><b>PHASE 2</b> WK 8 ck e u r WK 9 hbfl WK 10 ff ll ss WK 11 Blending and segmenting consolidation WK 11 Blending and segmenting consolidation WK 12 Phase 2 Assess WK 13 Alphabet and letter names WK 14 Alphabet and letter names (incl. capital letters)</p>	<p><b>PHASE 3</b> WK 15 j v w x WK 16 y z zz qu WK 17 ch sh th ng WK 18 ai ee igh oa</p>	<p><b>PHASE 3</b> WK 19 oo /oo ar or WK 20 ow oi er WK 21 ure ear air WK 22 Blending segmenting consolidation WK 23 Sentence level reading with above WK 24 Sentence level writing with above WK 25 Assessment of phase 3</p>	<p><b>PHASE 4</b> WK 26 CVCC WK 27 CVCC WK 28 CCVC WK 29 CCVC WK 30 CCVCC WK 31 CCVCC</p>	<p><b>PHASE 4</b> WK 32 Adjacent consonants Sentence level WK 33 Adjacent consonants Sentence level WK 34 Assessment of all phases</p>

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<b>Writing</b>	Name writing Develop confidence in giving meaning to marks made and begin to use Phase 2 Phonics in developmental writing	Continue to write names using correct letter formation Use Phase 2 phonics in writing	<b>W17-20</b> The Ladder Family (l, i, u, t, y and j) <b>W21-24</b> The One-Armed Robot Family (n, m, h, k, b, p and r) <a href="https://ictgames.com/mobilePage/writingRepeater/index.html">https://ictgames.com/mobilePage/writingRepeater/index.html</a>	<b>W25-28</b> The Curly Caterpillar Family (c, a, d, e, s, g, f, q and o) T4-T6 Structured hand writing sessions at tables with warm-ups, pencil grip and posture foci following the four families of letters Non-cursive- No lead in lines but include lead outs Sentence level writing with above	T4-T6 Structured hand writing sessions at tables with warm-ups, pencil grip and posture foci following the four families of letters Non-cursive- No lead in lines but include lead outs Sentence level writing with above	T4-T6 Structured handwriting sessions at tables with warm-ups, pencil grip and posture foci following the four families of letters Non-cursive- No lead in lines but include lead outs Sentence level writing with above
<b>White Rose</b>	Getting to know you - week 1-2 Match sort/Compare-week 3-4 Talk about measure pattern 5-6	It's me 1,2,3 week -7-8 Circles triangles week -9 1,2,3,4,5, week-10 11 Shapes 4 sides week 12	Alive in 5 week 1-2 Mass and Capacity week 3 Growing 6,7,8 week 4-5 Length Height/Time week 6-7	Building 9 and 10 week 8-9 Explore 3D shapes week 10-11	To 20 and beyond week 1-2 How many now? week 3 Manipulate Compose Decompose wk 4-5 Sharing and grouping week 6-7	Visualise Build Map week 8,9,10 Making connections week 11,12
<b>Maths book as an input</b>	Select this year with each new WR unit					
<b>PSHE- Jigsaw</b>	<a href="#">Being Me in my world</a>	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Safeguarding Curriculum</b>	-Staying safe in school (assembly) -Road Safety	Friendship	Children's Mental Health Week	NSPCC Pants Rule	Families	Sun Safety
<b>PD- PE Passport</b>	<b>Dance</b> Nursery Rhymes	<b>Balance Gymnastics</b> Reception - Stability 2 (Static And Dynamic Balance)	<b>Dance</b> One of the 3 key Fundamental movement skill areas, locomotion 1 introduces children to moving in different ways whilst learning about their own space and negotiating space with others	<b>Gymnastics - Flight</b> Flight - bouncing, jumping & landing	<b>Athletics skills</b> Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power	<b>Target games 1</b> This unit starts looking at the technique involved in sending an object with accuracy and also power. It encourages children from the outset to use both hands/feet
<b>PD-Fine Motor</b>	Ongoing with CP and daily name write card e.g.  How many bubbles of the bubble wrap can you pop? Can you separate all the pasta from the peas with your tweezers?  Direct input on: a) Audit <b>Scissors skills</b> from cutting progression b) Identify <b>r/l dominance</b> and grip. c) Term 1 - <b>I am me baseline</b> picture of face/ body.	Ongoing with CP and daily name write card e.g .  How quickly can you button and zip up your jacket or coats? Thread some string or wool in and out of the holes punched in to your paper.  Direct input on: a) Dough disco <b>squeeze, squash, pinch roll,</b> b) <b>Buttons and zippers</b> activities games c)Term 2 -I am me picture of face/ body.	Ongoing with CP and daily name write card e.g  Stick wool or string to your stick figures to make clothes for them. Draw some felt tip monsters and use a pipette to make them 'melt'.  Direct input on: a) Audit Scissors skills from cutting progression b) <b>square circle triangle</b> c) Term 3 -I am me baseline of face/ body.	Ongoing with CP and daily name write card e.g.  How many paperclips can you join together? How many beads can you thread on to a string?  Direct input on: a) <b>Stacking 9 blocks</b> b) <b>Number formation</b> c) Term 4- I am me picture of face/ body.	Ongoing with CP and daily name write card e.g.  Scrunch and make as many newspaper balls as you can! Cutting circles, triangles and squares.  Direct input on: a) Re-audit Scissors skills from cutting progression b) square circle triangle c)Term 5- I am me picture of face/ body.	Ongoing with CP and daily name write card e.g.  Basic Sewing skills and threading needle Dot to dot pictures  Direct input on: a) <b>Number formation</b> b) square circle triangle c) Term 6- I am me picture of face/ body comparison.
<b>PD-Gross Motor</b>	Squiggle while you wiggle Wake and shake PE lessons RUNNING	Squiggle while you wiggle Wake and shake PE lessons JUMPING	Squiggle while you wiggle Wake and shake PE lessons THROWING	Squiggle while you wiggle Wake and shake PE lessons CATCHING	Squiggle while you wiggle Wake and shake PE lessons BALANCING	Squiggle while you wiggle Wake and shake PE lessons CLIMBING
<b>UTW HISTORY</b> Ongoing but focus on;	Talk about the lives of the people around them and their roles in society;	Black History 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.	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	Understand the past through settings, characters and events encountered in books read in class and storytelling

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<b>UTW- GEOGRAPHY</b> Ongoing but focus on;	ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	ELG: People, Culture and Communities - 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;	ELG: People, Culture and Communities - 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;	ELG: People, Culture and Communities - 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.	ELG: People, Culture and Communities - 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.
<b>RE</b>	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
<b>UTW- SCIENCE including The Natural World</b> Ongoing but focus on;	Magnets link to Aliens UTW - talk about planets and understand what the moon is Planet's song	Observational drawings with labels Discuss types of weather and use correct vocabulary	Changing states of matter Classify deserts polar tropical areas based on weather/criteria - contrasting environments, drawing on their experiences and what has been read in class; -	Healthy me -Sleep Diet Exercise and Keeping clean PSED Understand some important processes and changes in the natural world around them,	Observational drawings More detailed labels Understand the seasons and changing states of matter.	Body parts and changes UTW PSED Floating and sinking Understand some important processes and changes in the natural world around them,
<b>UTW- Welly Walks</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants; <b>Noticing world around us and keeping safe</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants; <b>Autumn Changes through Season</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants; <b>Winter- Changes through Season and Forest/ Pond Area</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants; <b>Spring- Changes through Season</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants; <b>Spring- Changes through Season</b> Observational drawings	Explore the natural world around them, making observations and drawing pictures of animals and plants; <b>Summer- Changes through Season</b> <b>Link to RE- Beautiful world around us</b>
<b>Gardening</b>	Planting bulbs	Looking after plants	Planting in classroom	Planting in classroom	Planting flowers and vegetables	Looking after plants
<b>EAD- DT incl COOKERY</b>	<b>Special snack</b>	<b>Special snack</b>	<b>Special snack</b>	<b>Special snack</b>	<b>Special snack</b>	<b>Special snack</b>
<b>EAD- ART</b> Main focus but others areas	<b>DRAWING SKILLS</b> Hold a pencil using correct tripod grip Hold a pencil with correct pressure to make a mark Name colours Name different things you can draw with (e.g. pencil, crayon, chalk etc)	<b>PAINTING</b> Hold a paint brush using correct tripod grip Hold a paint brush with correct pressure to make a mark Name colours Identify lighter and darker shades of a colour Clean painting equipment	<b>PRINTING</b> Stamp carefully with minimal slipping Create and describing patterns using colours and simple shapes Make rubbings Use pre-inked stamps and paint to stamp Clean stamping equipment	<b>CLAY</b> Show control handling clay etc Roll clay ect between palms to make a sausage shape Pinch and squeeze to join clay etc back together	<b>TEXTILES</b> Name some basic properties of materials (e.g. soft, hard, fluffy) Decorate materials to make them look different	<b>3D FORM</b> Experiment with materials, tools and form Join things using different methods (e.g. glue, tape) Use imagination to build and create balance and stack shapes/things using the largest, flattest surface Make shapes from different materials
<b>EAD-MUSIC</b>	Rhythm and pulse Understanding and keeping a steady pulse. Tapping a simple rhythm Singing a variety of different songs and chants.	Rhythm and pulse Understanding and keeping a steady pulse. Tapping a simple rhythm Singing a variety of different songs and chants. <b>CHRISTMAS CONCERT</b>	Pitch Recognising high and low sounds	Pitch Recognising high and low sounds	Instrumental	Singing games
<b>COMPUTING</b>	Mouse and Trackpad Skills	Keyboard Skills	Robots	Hardware	Sounds	Using Purple Mash with an Individual Login
	Photography	Drawing Skills	Technology Around Us	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login
<b>P4c</b>	Would you rather your house was surrounded by . . ?	Odd one out	Would you rather live with . . ?	Odd one out	Would you rather help ?	Odd one out
	<a href="#">Would you Rather - Early Years</a>	<a href="#">Odd One Out FN slide 1</a>	<a href="#">Would you Rather Term 3</a>	<a href="#">Odd One Out FN Slide 2</a>	<a href="#">Would you Rather Term 5</a>	<a href="#">Odd One Out term 6</a>

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<b>F2 Water Progressive vocabulary</b>	waves wavy ripples circles rings droplets	overflow cylinder container dripping flowing soaking	float sink surface bottom below sunk	funnel tubes tubing channel pipes pump	fizzy bubbly still murky dirty clear	siphon waterfall trickle splash splashing splashed
<b>Water Play F2 progression</b>	<p><b>Exploring water in my world – weather</b></p> <p><b>RAIN</b></p> <ul style="list-style-type: none"> <li>explore water in relation to weather rain, ice, snow</li> <li>develop vocabulary associated with weather</li> <li>describe the weather recognise the need for appropriate clothing and equipment</li> <li>begin to discover that water can exist in different states</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>pour some water on a bench/ floor,</li> <li>allow children to investigate various materials to mop it up</li> <li>what happened to the water?</li> <li>Where has it gone?</li> <li>How can you tell?</li> <li>How can you get the water back.</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>talk about different types of rain –drizzle, thunder &amp; lightning, floods</li> <li>discuss where rain comes from</li> <li>talk about waterproof clothes</li> <li>listen to story 'Splish Splash Splash' by Mick Manning (Wonder noise Senses)</li> <li>listen and join in to Incy Wincy Spider</li> <li>add spouting, spiders and watering cans to water play</li> <li>drip watery paint onto paper</li> <li>make welly boot prints – Are any of the soles the same?</li> <li>read the story of Noah</li> <li>create a display of Noah's Ark</li> <li>explore sound by using instruments to create the crashing sound of thunder, add the pitter-patter of raindrops</li> </ul>	<p><b>Absorbency</b></p> <ul style="list-style-type: none"> <li>investigate absorbency</li> <li>develop relevant language, drip on/through, fall to bits, go through, roll off/run off, soak in/up, stay dry</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>allow children to experiment to find the most absorbent paper</li> <li>from a selection including foil, shiny, blotting, tissue, cellophane, crepe</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>allow children to experiment to find the most absorbent paper</li> <li>from a selection including foil, shiny, blotting, tissue, cellophane, crepe</li> </ul>	<p><b>Exploring water in relation to my world – frost/ice</b></p> <p><b>FROST/ICE</b></p> <ul style="list-style-type: none"> <li>discover that water can exist in different states</li> <li>investigate ice and discover some of its features</li> <li>develop appropriate vocabulary e.g. freeze, melt, frozen, change, colder, icy, slippery, frosty, hard</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>add ice cubes, freeze play animals/play people in plastic trays, add to water tray</li> <li>make ice lollies in different colours, shapes and flavours</li> <li>go outside on an icy day - look at frozen puddles, frost on grass</li> <li>allow children to freeze water and then observe what happens when the ice is left to sit</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>colour water blue</li> <li>add model cold land creatures</li> <li>add ice cubes to warm water. Describe what happens</li> <li>listen to stories from Pingu series</li> <li>freeze water in different shaped containers - match containers to ice shape</li> <li>sprinkle salt on ice - what happens?</li> <li>create an igloo for role play from a dome shaped tent. Cover tent with white sheets.</li> </ul> <p><b>CONDENSATION</b></p> <ul style="list-style-type: none"> <li>investigate condensation on windows</li> <li>look closely at the windows. Ask children what they see</li> <li>draw designs and pictures on window. Watch as the water drips down the window</li> <li>watch steam from a boiling flask (consider safety)</li> </ul>	<p><b>Exploring water in relation to my world –ponds, rivers and seas.</b></p> <p><b>PONDS AND RIVERS</b></p> <ul style="list-style-type: none"> <li>talk about their experiences at a pond or river</li> <li>be aware of the dangers of water</li> <li>recognise and care for living things</li> <li>develop early concepts of forces and energy</li> </ul> <p><b>SEASIDE</b></p> <ul style="list-style-type: none"> <li>talk about their experiences at the seaside</li> <li>be aware of the dangers of water</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>make the water tray into a pond</li> <li>look at books and pictures about ponds and talk about the creatures that live there</li> <li>keep a goldfish in the classroom</li> <li>look at books and pictures of rivers</li> <li>attach a hose/shower to the water tray to create a flow of water</li> <li>explore the movement of water</li> <li>move water using kitchen utensils, water wheels</li> <li>make the water tray into a "seaside"</li> <li>listen to a tape of seaside sounds</li> <li>listen to the sea using a shell</li> <li>make and play a fishing game</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>listen to stories, rhymes, poems, songs about ponds e.g. Five Speckled Frogs, Mr Gumpy's Outing</li> <li>arrange a visit to a pond and do some pond dipping (consider safety)</li> <li>control the speed of the water wheel by varying the amount of water</li> <li>talk about waves</li> </ul> <p>paint seaside pictures. Discuss colours, sounds</p> <ul style="list-style-type: none"> <li>listen to seaside stories</li> <li>join in number rhyme e.g. one, two, three, four, five</li> <li>cut out plastic fish, attach paper clips and use magnets on string to 'fish'</li> </ul>	<p><b>Exploring water in relation to my world – growth</b></p> <ul style="list-style-type: none"> <li>recognise that water is essential for growth /life</li> <li>care for living things</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>create a garden in the sand tray with a small pond</li> <li>plant grass seeds to create lawn, carrot tops for bushes, cress seeds for vegetables</li> <li>plant flower bulbs and seeds outside. Discuss how they will be watered</li> <li>attach a hose/shower to the water tray to create a flow of water</li> <li>discuss drinks we have which have water</li> <li>explore still and fizzy drinking water</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>draw a plan of the garden</li> <li>draw a pictorial diary of seeds growing</li> <li>listen to songs, poems, rhymes and stories</li> <li>dilute some orange juice.</li> </ul>	<p><b>Exploring water in relation to my world – 'going through'.</b></p> <ul style="list-style-type: none"> <li>develop vocabulary flow, through, pour, quickly, slowly, trickle</li> <li>develop manipulative skills and concept of size</li> <li>talk about the best size of funnel to fill various containers</li> <li>develop early concepts of forces and energy</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>free play allowing water to flow through</li> <li>fill large and small containers using funnels</li> <li>explore and observe the movement of the water wheel as the water flows through</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>add tubing – water flows through funnel and tubing</li> <li>match the size of funnel required to fill the container</li> <li>explore how the wheels can be made to run faster or slower</li> </ul> <p><b>Introduction of suitable resources to develop imagining and thinking</b></p> <ul style="list-style-type: none"> <li>examine water pressure</li> <li>develop early experience of volume</li> <li>understand that the largest funnel empties first</li> <li>enjoy and respond to stories/rhymes</li> <li>use mathematical language –long/short, thick/narrow</li> </ul>
<b>Dough/Clay Play F2 progression</b>	<p><b>Experimental Play -using a range of equipment</b></p> <p><b>Intention</b></p> <ul style="list-style-type: none"> <li>develop of rolling skills develop observation skills talk about textures, imprints in the flat dough</li> <li>flatten dough</li> <li>1 to 1 correspondence, counting</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>explore dough by using rolling implements</li> <li>roll the dough, squashing back into a ball, comparing patterns made by the rollers.</li> <li>Use of flour sprinklers so dough doesn't stick</li> <li>hit dough to flatten it</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>plain roller to textured roller mixture of rollers</li> <li>adult support to develop language model techniques</li> <li>basic shapes to more complex shapes</li> </ul>	<p><b>Experimental Play – a range of equipment</b></p> <p><b>Intention</b></p> <ul style="list-style-type: none"> <li>identify shapes, compare sizes, describing shapes</li> <li>imaginative play - buns, cakes</li> <li>1 to 1 correspondence, counting</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>explore dough by using cutters</li> <li>children cut out shapes using various cutters - varying in shape, size. Describe, discuss results</li> <li>count, sort, order shapes. Make patterns</li> <li>imaginative play - buns, cakes, story props role play props</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>increase variety of containers</li> <li>build cutters/containers into imaginative play</li> <li>adult to develop language, model 1 to 1 correspondence, sorting, counting</li> </ul>	<p><b>Experimental Play -using a range of equipment</b></p> <p><b>Intention</b></p> <ul style="list-style-type: none"> <li>develop manipulative skills</li> <li>recognition of letters, numbers</li> <li>sorting, counting</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>find first letter of own name, of friend's name</li> <li>match letters find number for own age</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>create patterns using Lego, tools, stickle bricks, fabrics, car wheels, string, body parts</li> <li>add colanders, icing bag add sieves, fish slice, garlic press, potato masher</li> </ul>	<p><b>Imagining and thinking</b></p> <p><b>Intention</b></p> <ul style="list-style-type: none"> <li>1 to 1 correspondence, match, count, share out dough</li> <li>share equipment/collaboration prediction</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Explore dough by using containers</li> <li>Children incorporate containers into play - sort, count, matching imaginative play</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>adults develop mathematical language of sharing, matching, counting and encourage imaginative play</li> </ul>	<p><b>Imagining and thinking</b></p> <p><b>Intention</b></p> <ul style="list-style-type: none"> <li>compare, share develop concept of heavy and light</li> <li>develop concept of balancing and equal weight</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>add balance use balance to compare weights</li> <li>develop dough according to the theme</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>predict what will happen. Use variety of balances</li> <li>work together adult to promote discussion</li> <li>adult to support language development and encourage imaginative play</li> </ul>	<p><b>Imagining and thinking</b></p> <p><b>Intention</b></p> <ul style="list-style-type: none"> <li>develop representational skills</li> <li>develop creative/imaginative skills and ideas</li> <li>incorporate into role play area</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>use dough to make figures, faces create theme related figures - Christmas stars, snowmen, valentine hearts, eggs</li> <li>develop individual ideas</li> <li>make fruit, bread shapes for role play corner</li> <li>links to story books - nursery rhymes</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>add materials - feathers, leaves, pipe cleaners, shells, pebbles, matchsticks, lolly sticks, cones, play people, small plastic animals, cars etc.</li> <li>buttons, googly eyes, pasta, pulses, flowers, wood, twigs</li> </ul>

## Long Term Planning Overview

### Year:F2 Reception Red Oaks 25 / 26

<p><b>Sand Play F2 progression</b></p>	<p><u>Experimental play</u></p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• recognise that you can't make a "castle" in the dry sand</li> <li>• fill buckets using hands and spades</li> <li>• pour sand from buckets making piles of sand - conical shapes, rounded piles, high and low piles</li> <li>• smooth and level the sand using hands and spades</li> <li>• dig in the sand</li> <li>• brush up sand</li> </ul> <p><b>PROGRESSION</b></p> <ul style="list-style-type: none"> <li>• vary types of sand, silver, coarse, coloured</li> <li>• reading seaside stories and look at seaside stones</li> <li>• look at seaside pictures and photographs</li> <li>• develop vocabulary - holds more/holds less</li> </ul> <p>investigate how much water we need to add to make a sand castle that doesn't break up</p>	<p><u>Experimental play - developing manipulation and co-ordination</u></p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• experience the therapeutic nature of playing with dry sand</li> <li>• fill containers using spades, spoons, scoops, hands</li> <li>• find the most appropriate sized spade/spoon to fill container</li> <li>• pour sand from jug into containers</li> <li>• squeeze, dig, pile, scoop, pour sand stand, move feet in sand</li> </ul> <p><b>PROGRESSION</b></p> <ul style="list-style-type: none"> <li>• fill containers with narrow openings</li> <li>• compare the size of containers by pouring sand from one to the other. Decide which one holds more/less</li> <li>• compare the properties of different types of sand observe sand particles through magnifying glasses</li> </ul>	<p><u>Free exploration using the senses</u></p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• discover the properties of sand by observation, touch and smell</li> <li>• experiment with sifting sand through fingers, swirling sand off palm of hands</li> <li>• lift sand up with both hands, pressing down and burying hands in the "sand"</li> <li>• experiment with different types of sand</li> <li>• pour sand from a height and allow to fall on sand, paper, wood, plastic and metal surfaces make patterns with fingers, wiggly, wavy, straight, zig zag, round</li> <li>• draw pictures vary actions to slow, fast, light, heavy</li> <li>• make hand and foot prints</li> <li>• as above but using a variety of natural materials to make marks and create patterns explore pattern as sand flows out of salt containers</li> </ul> <p><b>PROGRESSION</b></p> <ul style="list-style-type: none"> <li>• comparing properties of different types of sand - silver, coarse, coloured, dry sand</li> <li>• ask children to draw or paint the shapes/patterns they have made in the sand</li> <li>• finger painting</li> <li>• making a repeating pattern</li> <li>• make patterns moving from left to right</li> <li>• copy a pattern</li> <li>• compare patterns and marks made in dry and damp sand</li> <li>• draw a pattern/shape write letters/numbers</li> </ul>	<p><u>Mark making and patterns</u></p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• vary the actions but using a variety of objects to create patterns and move sand about creating hills.</li> <li>• make different sized hills draw a shape with a pritt-stick, sprinkle sand over</li> </ul> <p><b>PROGRESSION</b></p> <ul style="list-style-type: none"> <li>• make patterns moving from left to right</li> <li>• choose other items to make patterns printing activities to create patterns</li> </ul>	<p><u>Impressions</u></p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• make impressions using fingers, hands, feet, elbows and knees</li> <li>• make individual patterns using a variety of objects</li> <li>• match impression with object</li> <li>• make tyre tracks in sand choose one object to make a repeated pattern</li> </ul> <p><b>PROGRESSION</b></p> <ul style="list-style-type: none"> <li>• copy a pattern</li> <li>• link to work with dough and clay</li> <li>• compare patterns made in damp/dry sand choose a combination of 2 objects to make a repeated pattern</li> </ul>	<p><u>'Going through</u></p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• free play allowing sand to flow through funnels</li> <li>• explore the different piles of sand e.g. conical shapes, rounded piles, high or low piles</li> <li>• move the funnel as the sand flows through</li> <li>• fill large and small containers using the funnels</li> <li>• investigate the sand-timer</li> <li>• try out different activities using the sand- timer e.g. can you fill the bucket before the sand runs through?</li> <li>• explore and observe the movements of the wheel as the sand flows through</li> <li>• understand that the sieve with the largest holes empties first</li> <li>• develop early experience of volume</li> <li>• develop early concepts of size</li> <li>• develop language and imagination</li> <li>• sift sand through fingers</li> <li>• free experimental play with sieves and colanders</li> <li>• sift sand to find out which grains/items remain in the sieve observe the length of time it takes to sift the sand</li> </ul> <p><b>PROGRESSTION</b></p> <ul style="list-style-type: none"> <li>• make patterns using flowing sand</li> <li>• add tubing - sand flows through funnel and through tubing</li> <li>• match the size of funnel required to fill the container</li> <li>• use sand-timer during other activities e.g. tidying away equipment, washing hands, building a tower</li> <li>• explore how sand wheels can be made to run faster or slower</li> <li>• make sieve from card or boxes with holes punched through</li> <li>• select the best sized sieve to sift the materials ie too large a mesh allows everything to go through</li> <li>• link to baking activities link to block play - tunnels</li> </ul>
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