



## St. Margaret Clitherow Catholic Primary Academy

### Long Term Plan 2020-21

#### Year: Foundation 2

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	Autumn Walk / Investigating signs of autumn Baseline Planting Bulbs Harvest Judaism Myself	Bonfire Night / Diwali /Judaism/ Birthdays / Christmas Nativity Performance (not this year) Pantomime at School (not this year) (Covid will prevent some of the above activities)	Pancake Day Chinese New Year Valentine's Day	World Book Day Visit from Author - TBA Mother's Day Life Cycles	Visit to the Farm. Life Cycles - caterpillar, frog. Watching chicks hatch. Sports Day Other faith Life cycles continued	Mini beasts patterns CAFOD, Fairtrade, Fruits from around the world
<b>R.E            Come and See            Programme</b>	<b>Myself, Myself,</b> children understand that their name is important to them. How they feel when people say their name. Welcome / Baptism. Children will be able to talk of our experiences of feeling welcome and how they can welcome others. Recognise some of the signs of baptism	Welcome - Children know they are part of a family / class / school. Explore what it is to welcome and be welcomed. Baptism - know that this sacrament is a welcome to God's family. Children know how birthdays are celebrated in their homes.	Celebrating - Children will have experienced celebration at home. Understand how the Parish family celebrated, for example: weddings. Gathering - Experience the joy of gathering in school to celebrate mass	Lent - is a time to grow in love and to be more like Jesus and to understand why we look forward to Easter.	Good News - Pentecost (not done Children will know and understand that everyone has good news to share. Understand that Pentecost is a celebration of the Good News of Jesus. Children know that they can make friends,	Review Good News - Pentecost tell story. What good news do we/ can we share? What is a friend? Growing Our World

		How we feeling waiting for a birthday. Advent - looking forward to Christmas and Jesus birthday.			understand that Jesus had good friends, and learn that Jesus tells us about being a good friend. People who help us.	
<b>Communication and language</b>	Introduce some sign language. Use different languages for greetings. All areas to have photographs modelling how to use classroom areas independently.	The story of Christmas. Christmas songs and poems. Talk about celebrations we experience including birthdays and Christmas.	Play games to aid listening skills. Role-play, child initiated presentation. Puppet play. Listening attentively to stories and each other and responding. Following instructions to carry out activities. Use of past, present and future forms of tense.	Listen attentively in a range of situations. Give our attention to what others say and respond appropriately. To answer how and why questions about our own experiences. (staff to model). Accurately using correct tense when talking about events that have happened.	Listening to stories from different genres. Oral retell of a story. Use the outdoor area to act out a story. Trust walk (blind folded) - plan a walk with the an adult (can just around your living room. What kind of words/instruction would you give? Being attentive in assemblies, story-time, during speaking and listening in a small and large group and respond appropriately.	Listening to stories from different genres. Oral retell of a story Being attentive story-time, during speaking and listening in a small respond appropriately. Talk about feelings at this time Speak to an audience

<p><b>Literacy</b></p>	<p>Share stories that reflect the diversity of our class - culture/race and gender.          Non - fiction, news - labels.          All about me.          The Ginger Bread man (role play)          Nursery rhymes.          Link sounds with letters.          Phase 1 phonics.          Hearing sounds, copying sounds.          Introduce phase 2 phonics, blending and segmenting.          Tricky words.          Kim and Sam stories.          Letter formation.          Planting bulbs for patio display.          Role-play, puppet play and small world play.</p>	<p>Planning a party.          Write Christmas cards.          Explore celebratory words.          Write labels for Baptism.          What makes a good party? - Write invitations (emergent writing)          Letters to Santa.          Christmas book          Phase 2 and 3 Phonics          Alpha Blocks          Story fiction/non fiction          Kim and Sam stories.          Tricky words.</p>	<p><u>Reading &amp; Writing</u>          Sequencing a story verbally          Focusing on tradition tales.  <u>Reading</u>          Daily phonics sessions.          Segment sounds into simple words / blend together.          Kim and Sam stories.          Tricky words.  <u>Writing</u>          Write a simple sentence - aided / independently using phonetic knowledge.</p>	<p>Instructions.          Sequencing a story / set of instructions.          Writing and mark making in role-play.          Read fiction and non-fiction books and compare.          Phonics phases 2 and 3          Tricky words (read and write)          Sentence writing and Pentecost 1.</p>	<p>Jack and the Beanstalk - receive a letter from the Giant. He has lost his golden eggs. Can we find them?          Follow clues, which reveal where the Giant has been to visit during the night.          Label a map of our way to the castle and farm.          The Tiger who came to Tea, instructions on how to make a jam sandwich.          Recount of our trip to the farm.          To understand when talking with others about what they have read.          Writing simple sentences in meaningful contexts that can be read independently.          Alpha Blocks</p>	<p>Recount of our holiday/weekends.          To understand when talking with others about what they have read.          Writing simple sentences in meaningful contexts that can be read independently.          Writing simple given sentences using positional words e.g. Pat is in the box. .          Bing is on the chair          Instructions - How to make a fruit salad.          Alpha Blocks          Phase 2 - 4 phonics          Kim and Sam stories.          Tricky words \ high frequency words.          Handa's surprise,</p>
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<p><b>Maths</b></p>	<p>Counting to 5 then 10. Looking at number lines and ordering numbers. Investigating shapes around us. Naming shapes. Use every day language to describe measurement. White Rose Hub Number Blocks</p>	<p>Learn about 2D and 3D shapes by making rockets and comparing them. Explore repeating patterns in wrapping paper. Investigate time and seasons, days of the week and months of the year. Number skills at different ability levels. <i>White Rose Hub scheme</i> Number Blocks</p>	<p>Count reliably with numbers up to 20 and more, using washing line (indoor-outdoor), objects, jigsaws and cards. Adding 1 more to a given number. Estimating. Using mathematical language to make comparisons - more / less. Record numbers. Shape, space, measure White Rose Hub. Creating repeating patterns using everyday objects, cubes and paint etc. Number Blocks BBC</p>	<p>Counting White Rose Hub maths Continue estimation, check by counting. Use mathematical language - more than, less than and fewer than. Begin to use vocabulary involved in adding and subtracting. Measures - length, height, weight and capacity. Number Blocks</p>	<p>Reinforce prior learning. White Rose Hub. Counting in 2's, 5's and 10's. Putting socks into pairs. Investigate shoe sizes. Use counting on and number knowledge for simple addition and subtraction. Doubling and halving. Describing some of the properties of 2D/3D shapes. Number Blocks</p>	<p>Reinforce prior learning. White Rose Hub Maths Number Blocks S.S.M. Counting in 1's to 20 Use counting on and number knowledge for simple addition and subtraction. Doubling and halving. Describing some of the properties of 2D/3D shapes. One more, one less Ext two more two less than a given number</p>
<p><b>PSED</b></p>	<p>Introduce vocabulary of sharing and taking turns. Give the children responsibilities.</p>	<p>Firework safety. Personal experience of celebrations How to take care of ourselves, keeping warm.</p>	<p>Learning to be confident and speak in familiar groups about our ideas.</p>	<p>Review school and class rules. Taking into account each other's ideas.</p>	<p>Be responsible for tidying up. What kinds of choices make us happy?</p>	<p>Be responsible for tidying up. What kinds of choices make us happy? What is good news?</p>

	<p>Talk about sharing and respecting others. Use different languages for greetings.</p>	<p>Encourage the children to look after their belongings - hats, gloves, and scarves etc.</p>	<p>We are all-important and value each other. Playing co-operatively indoors / outdoors and taking turns. Learn to work as part of a group/class and understand and follow the rules (kind hands, kind feet, kind words) (use indoor voice, walk safely, not run).</p>	<p>Learn to take steps to resolve conflicts. Learn to speak confidently in a familiar group. Continue Sp.1</p>	<p>What makes a good friend? How can we act as a good friend?</p>	<p>How can we act as a good friend?</p>
<p><b>Physical Development</b></p>	<p>Using outdoor equipment, bikes, climbing frames etc. for motor skills. Handling a pencil correctly. Painting, cutting and sticking - collage work. Multi-skills - Small and large movements. My body and finding spaces.</p>	<p>Pencil control Outdoor activities -, use playground markings, bikes climbing frames etc. Special awareness Gymnastic type activities. Dance - move freely to music.</p>	<p>Investigating how to stay healthy, including hand washing and eating fruit. Handling equipment and tools, including for writing, painting spring flowers, scissors and cutting. Gymnastics</p>	<p>Showing increased control over an object when pushing, throwing, catching etc. Hold a pencil effectively to form recognisable letters. Correct formation of letters. Ball skills.</p>	<p>Working in pairs - cooperating. Teamwork challenges. Invite YR6 to preform cultural diversity dance. Copy aspects of the dance to create our own. Explore riding bikes, trikes and scooters around the playground. Invasion games. Athletics and sports.</p>	<p>Copy aspects of a dance to create our own. Explore riding bikes, trikes and scooters outside F2 or Y3 Athletics and sports remembering social distancing. Healthy Living as Lent 1</p>

<b>Understanding the world</b>	<p>Using different languages for greetings.</p> <p>Know about similarities and differences between themselves and others - Judaism.</p> <p>Investigate signs of autumn.</p> <p>Make observations of items bought back from autumn walk, e.g. conkers, leaves etc.</p>	<p>Christmas - how is this celebrated and why.</p> <p>Show care and concern for living things in the environment.</p> <p>Looks closely at similarities, patterns and change autumn to winter.</p>	<p>Baking</p> <p>Freezing and melting/Winter</p> <p>Take photographs and look for signs of Winter.</p> <p>Make observations of plants and use this to paint them.</p> <p>Recognise that technology is used in home and sch.</p> <p>Ipads used for cross-curricular activities.</p>	<p>Go on a spring walk to the park.</p> <p>Continue to take photographs of the signs of spring.</p> <p>What do plants need to grow?</p> <p>Care for our chicks.</p>	<p>Following instructions to make a jam sandwich.</p> <p>Map making.</p> <p>Sequencing photographs of our farm journey.</p> <p>Problem solving games on the iPad.</p> <p>Invite YR6 to preform cultural diversity dance.</p>	<p>Following instructions to make a jam sandwich.</p> <p>Problem solving games on the iPad.</p> <p>Our world RE topic</p>
<b>Expressive Art and Design</b>	<p>Children use their imagination and creativity to match skin tones.</p> <p>Paint own faces.</p> <p>Learn new songs with actions.</p> <p>Individual photographs for class display</p>	<p>Firework pictures.</p> <p>Using different mediums including IT.</p> <p>Nativity performance, for school and parents. (not this yr.)</p> <p>Learn new vocabulary songs and dances.</p> <p>Nativity / Baptism role-play.</p> <p>Parties and games.</p> <p>Design wrapping paper.</p>	<p>Colour mixing with assistance.</p> <p>Painting .</p> <p>Play dough.</p> <p>Plan a class display with the children, relating to the traditional tales</p> <p>Making</p> <p>Singing and music making.</p> <p>Using musical instruments to make sounds</p>	<p>Making musical instruments for use outdoors.</p> <p>Making Easter cards, hats and an Easter garden.</p> <p>Observational drawings and paintings of signs of spring.</p> <p>Role - play.</p>	<p>Role play and dressing up linked to stories.</p> <p>Using different techniques: printing, painting etc.</p> <p>Look on You Tube for a cultural diversity dance.</p> <p>Copy aspects of the dance and create your own.</p> <p>Listen to a range of music from</p>	<p>Copy aspects of a dance and create your own.</p> <p>Listen to a range of music from different countries.</p> <p>Use body parts to keep a beat.</p> <p>Painting - colour mixing e.g. paint one hand red, print. Paint other hand blue print. Rub both hands together-what colour is made (purple)</p>

			indoors and outdoors).		different countries.	print. link with Maths -patterns.
<b>British/Human Values</b>	Celebrate the diverse culture we have in class. Show respect to others. Giving to people in need.	Remembrance Day Celebrations traditions and values. Collecting for victims of war.	Lenten Promises. Love one another as Jesus taught us	Voting for our favourite book - democracy.	Reinforcement of right and wrong - rule of law Understanding that the rules apply to everyone. Looking at cultural diversity - Hinduism. Appreciating dances from different cultures.	Reinforcement of right and wrong - rule of law Understanding that the rules apply to everyone. Appreciating dances from different cultures.