

**Chapel Allerton Primary School**  
**Creative Curriculum – Long Term Plans**  
**Year Group: Foundation Stage 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Topic</b></p> <p>NB- Children's interests will be followed therefore the books/topics we cover will vary but we will usually include...</p>	<p style="text-align: center;"><b>Brilliant Beginnings</b>  <b>Settling into Chapel Allerton Primary School</b></p> <p style="text-align: center;"><b>Giraffe's Can't Dance</b></p>	<p style="text-align: center;"><b>Express Yourself!</b></p>	<p style="text-align: center;"><b>Spectacular Space</b></p>	<p style="text-align: center;"><b>Glorious Growth</b></p>	<p style="text-align: center;"><b>Amazing Animals</b></p>	<p style="text-align: center;"><b>My World all Around Me</b></p>
<p style="text-align: center;"><b>Trips/Visitors In and Out/Experiential learning</b></p> <p style="text-align: center;">all year opportunities: listening walk around school exploring the school grounds.</p>	<p>Discovery walk around school.</p>	<p>Sikh Temple visit</p> <p>Local library visit</p> <p>Autumn walk in local area</p>	<p>Chinese New Year – food tasting experience</p> <p>Library visit</p>	<p>Discover the garden – visit to local allotments</p> <p>Dentist visitor in school – oral health</p>	<p>Harewood House visit</p> <p>Library visit</p>	<p>Post office visit</p> <p>Visit to our school field</p> <p>Artist visitor</p>
<p style="text-align: center;"><b>Parental Engagement</b> – all year opportunities include: baking, volunteers, class dojo, Facebook, weekend talk sheets</p>	<p>Home visits</p> <p>Open days</p> <p>Information meetings for parents (Phonics, English, Maths)</p> <p>Information packs including: independence, English, Maths, Phonics, bedtime routine, screen time and oral health</p>	<p>Parents consultation meetings ('settling in')</p> <p>Christmas performance</p> <p>Stay and Play</p>	<p>Parent consultation meetings</p> <p>Stay and Play</p>	<p>Stay and Play</p>	<p>Stay and Play</p>	<p>Sports Day</p> <p>Celebration Assembly</p> <p>New to school parents visits</p> <p>Nursery visits</p> <p>Open days</p> <p>Parent Information Sessions</p> <p>Post cards home (home visits)</p>

						Learning packs (F2 and Year `1)
<b>Celebrating Diversity</b>	<p>Looking at African animals and where Africa is on the map in comparison to the UK.</p> <p>Self portraits and my family On entry to school daily – music from different cultures</p> <p>BHM – story and circle time sessions looking at similarities and differences</p> <p><b>Books</b> Our skin, My Hair, I like myself, We are all different , Everyone is welcome , Lulu’s first day The proudest blue</p>	<p>Anti bullying week – Maraduke the very different dragon – focused upon how we are all different.</p> <p>Odd socks – one kind word – circle time sessions</p> <p>Diwali – sharing of the Rama and Sita story. Talk from Mr Singh about his experiences of being a Sikh and how he celebrates Diwali</p> <p>Visit to the Gurdwara.</p> <p>The Christmas story</p>	<p>CNY – assembly, food tasting, understanding how it is celebrated.</p> <p>Mosque visit</p> <p><b>Books</b> The Eyes that speak to the stars Astro girl Look Up</p>	<p><b>Books</b> A superhero like you New Baby Handa’s Surprise</p> <p>Specs for Rex</p>	<p><b>Books</b> Theres a Rangan in my bedroom We all went on safari</p>	<p><b>Books</b> Shine Coming to England Clean Up Jehvon goes to Jamaica Where are you from?</p>
<b>Phonics</b> The scheme we follow is called ‘Little Wandle Letters and Sounds Revised’ The children are taught new graphemes each week. They are taught to blend sounds for reading and segment sounds for spelling.	<b>Phase 2</b> s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, l	<b>Phase 2</b> ff, ll, ss, j v, w, x, y z, zz, qu, -s (plurals) ch sh, th, ng, nk	<b>Phase 3</b> ai, ee, igh, oa oo, oo, ar, or ur, ow, oi, ear air, er, double letter words  Longer words	<b>Phase 3</b> Review all sounds covered so far  Words with two or more digraphs -ing suffix  Compound words Longer words	<b>Phase 4</b> Short vowels CVCC Short vowels CCVC Short vowels CCVCC, CCCVC, CCCVC  Longer words Compound words -ing, -ed (t), -ed (id), -est	<b>Phase 4</b> Review Summer 1 learning -er and -est suffixes
<b>English</b>	<i>Writing to entertain – oral skills</i> <b>Rhyme and Structure</b>  Giraffe’s Can’t Dance by Giles Andrea	<i>Writing to inform – lists</i> <b>Traditional Tales with familiar endings</b>  The Gingerbread Man	<i>Writing to entertain – simple sentences</i>  Snow Bears  Whatever Next	<i>Writing to entertain – simple story</i>  Jack and the Beanstalk  Jasper’s Beanstalk	<i>Writing to inform – recount (Harewood trip)</i>  <b>Writing to entertain – innovating a story</b>	<i>Writing to entertain – alternative ending</i> <b>Rhyme and Structure</b>  The Fish who could Wish

	(Introduces Growth Mindset) Settling in stories – Owl Babies, Harry and the Dinosaurs Start School	Non-fiction - Seasonal – a variety of non-fiction books Dear Santa	Non-fiction texts - Space and Brown Bears	Bean Diary Non-fiction texts (plants, Spring)	Rosie’s Walk Non-fiction texts (animals focus)	Non-fiction texts (travel, holidays)
<b>Poetry, Rhymes and Songs</b> All year round: Hello/Goodbye songs We are Special Days of the Week Golden Rules	<b>Songs:</b> Count on Me Hello song, We are Special <b>Rhymes:</b> Hello my name is Joe, Heads Shoulders Knees and Toes, If You’re happy and you know it, Tommy Thumb, Hickory Dickory Dock	<b>Songs:</b> Autumn leaves, 12 days of Christmas, Jingle Bells, We Wish you a Merry Christmas plus nativity songs <b>Rhymes:</b> 1,2, 3, 4, 5 etc, Five Little Monkeys, Old Mother Hubbard, Grand Old Duke of York, Polly put the Kettle On.	<b>Songs:</b> Lean on Me, Whatever Next song, Winter song <b>Rhymes:</b> 5 Little Men, 5 Little Snowmen, Hey Diddle Diddle, Frere Jaques, See, Saw Marjory Daw The Owl and the Pussycat	<b>Songs:</b> 3 Little Birds <b>Rhymes:</b> Mary, Mary Quite Contrary, Mary had a Little Lamb, Lavendar’s Blue, Little Peter Rabbit, I’ve got a body	<b>Songs:</b> One Love <b>Rhymes:</b> I went to visit a farm, Owl and the Pussycat, Animal fair1, 2 Buckle my Shoe, Hickety, Pickety My Red Hen	<b>Songs:</b> You are my Sunshine  <b>Rhymes:</b> Ring a Ring a Roses, Row Row Row your Boat, The sun has got his hat on, Bingo, A Sailor went to Sea, Sea, Sea.
<b>Maths</b> There is a focus on developing fluency, reasoning and problem solving all year round in addition to teaching the children ‘sticky knowledge’ i.e counting forwards and backwards, subitising, number recognition and learn its (e.g number bonds to 5 then 10)	Baselines Routines (order of the day) Register activities  Matching, sorting, comparing- Identifying a set, create own sorting rules  Measures and patterns=- comparing size, mass and capacity. Explore, copy and create simple patterns  Introduction of numbers 1, 2 and 3 (cont beginning of Autumn 2)- find,	1 more/less Composition of 1, 2 and 3 Circles and triangles- identifying and comparing. Find shapes in the environment Describe position  Introduce numbers 4 and 5, find, subitise and represent 4 and 5. One more/less of 4 and 5. Composition of 4 and 5. Composition of 1-5. Shapes with four sides- identify and name shapes with four sides, combine shapes with four	Introduce 0 Find, subitise and represent 0-5. 1 more/1 less within 0-5 Composition of 0-5 Conceptual subitising 0-5 Compare mass, find a balance, explore/compare capacity.  Introduce 6, 7 and 8 Find and represent 6, 7 and 8 1 more/ 1 less of 6, 7 and 8 Composition of 6, 7 and 8	Length, height and time. Explore and compare length/ height. Talk about time and order and sequence time.  Introducing 9 and 10. Find, compare and represent numbers 9 and 10. Conceptual subitising to 10. One more/less to 10. Composition to 10. Number bond to 10. Make arrangements of 10. Doubles to 10.  Explore 3D shape- recognise and name 3D. Find 2D shapes within 3D shapes. Use 3D for tasks and in the environment. Identify more complex patterns. Copy and continue	Introduce numbers 11-20. Build and continue patterns of numbers beyond 10. Verbal counting patterns.  Addition and subtraction Manipulate, compose and decompose- selecting shapes for a purpose. Rotate shapes, manipulate shapes. Explain shape arrangements. Copy 2D shapes and find 2D shapes within 3D	Sharing and grouping- , even and odd sharing. Play with and build doubles.  Visual, build and map. Identify, create and explore patterns and their own pattern rules. Replicate and build scene and construction.  Visualise from different positions, describe position. Give instructions to build, explore mapping, represent maps with models. Create own maps from familiar places and stories.

	subitise and represent numbers 1,2 and 3 Learn its (doubles to 3)  Introduce 5 frames	sides. Shapes in the environment. My day and night. Introduce part whole models.	Making pairs, odd and even. Doubles to 8- find and make a double. Introduce 10s frames Combine 2 groups Conceptual subitising	more complex patterns. Print patterns in the environment. Addition and subtraction	Sharing and grouping- explore sharing and grouping  Addition and subtraction	Make connections, deepen understanding patterns and relationships.  Addition and subtraction
Understanding the World – People and Communities (RE)	<b>What makes a good helper?</b> Our Family	<b>How are special times celebrated?</b> <b>Autumn and Winter Festivals</b>	<b>How are special times celebrated?</b> <b>Spring and Summer Festivals</b> Chinese New Year celebrations	<b>Where do I live?</b> <b>What is special to me?</b> Families – what is a family? Who is in your family?	What do Religious believers believe about who created the World?What can we see in our wonderful world?	<b>Which places are special and why?</b> Past and present events Special friends you have made
Understanding the World – Past and present (History) Regular weekend news writing/discussion.	What can I remember from nursery? I remember when... Discussing changes in our lives and talking about the past.		Now and then – How am I different to when I was a baby?		What happened in my time in Foundation 2? Chronologically ordering our time in F2.	
Understanding the World – The Natural World (Geography)	Africa focus - what animal would I find in Africa? – link to ‘Giraffe’s Can’t Dance’		Map work - Where is our school? Chapel Allerton – creating a map of our local area		Mexico- how is Mexico different to where we live? Comparing Mexico to Chapel Allerton. Tasting local food and discussing the difference in weather.	
Understanding the World (Science)	Introduce what a good CAPS scientist looks like. Autumn mini focus – seasonal changes.  <b>Snap Science: 2</b> – Who has stripes?	Bio Dome visit  <b>Snap Science 13</b> - What happens at night?	Winter focus – seasonal changes. What is happening to the trees?  <b>Snap science 8</b> - Which hat is best to wear today?	Spring focus – growing, what a plant needs. <b>Snap Science 20</b> - What is happening to the trees? (Spring)  <b>Snap science 5</b> - Is all of the plant green? What a plant needs.	<b>Snap science 3</b> - What is inside an egg?  <b>Snap Science 6</b> - Who are my parents? Animals – Spring babies	Summer focus – what is the weather like? <b>Snap Science 21</b> – What is happening to the trees (Summer)  <b>Snap science 16</b> - What makes it move.

	<p><b>Snap Science 19 -</b> What is happening to the trees? What is the weather like today? (Autumn)  Autumn walk.</p>	Nocturnal animals	<p><b>Snap Science 15 -</b> What is the moon?  Space – the planets, Earth</p>	<p><b>Snap Science 4 -What am I made of?</b>  Health and wellbeing - Healthy eating - Exercise - Oral health</p>		<p><b>Snap science 11 -</b> What goes through?  Our environment – keeping it clean, recycling. Bio Dome – environmental links.</p>
ICT	<p><b>Multimedia</b> I can use technology (ipad) to capture simple images and videos. I can use a talking postcard to record my voice I can use my fingers to move an object on the screen (2 paint)</p>		<p><b>Programming</b> I can give instructions to control my friend/device I can use positional vocabulary- forwards, backwards, left and right  <b>Using technology</b> I can draw one type of technology in my home. I can operate a device using remote controls.</p>		<p><b>E-safety</b> I can tell an adult if I am worried when I am using the internet. Talk about why it is important to be kind and polite.  <b>Data Handling</b> I can use the pictogram to identify which eye colour most children in the class have.</p>	
<p><b>Expressive Arts and Design (Creating with Materials, Expressive Arts and Design, Being Imaginative and Expressive)</b> Includes Art, Music, D&amp;T, n.b dance is taught in Get Set 4 PE sessions</p>	<p><b>Art:</b> Damian Hirst (dot paintings using fingers – fine motor focus) Selecting appropriate brush sizes and how to use the art area  Transient art</p>	<p><b>Art:</b> Kandinsky (maths/science link) Colour mixing 3D – clay diva lamps Collage – Christmas calendars  Transient art</p>	<p><b>Art:</b> 3D – junk model rockets and planet making  Chinese New Year splatter paintings  Transient art</p>	<p><b>Art:</b> Observational drawings of Spring flowers.  Printing using food, stamps, sponges – links to repeating patterns.  Transient art</p>	<p><b>Art:</b> Farm trip – painting from experience (e.g farm animals)  Transient art</p>	<p><b>Art:</b> Frida Kahlo – collage artwork inspired by nature  Transient art</p>
	<p><b>Music:</b> Sing Up Units-  <b>Autumn 1</b></p>		<p><b>Music:</b> Sing Up Units –  <b>Spring 1</b></p>		<p><b>Music:</b> Sing Up Units -  <b>Summer 1</b>  Down There Under the Sea</p>	

	<p>I've got a grumpy face</p> <p>The Sorcerer's apprentice</p> <p><b>Autumn 2</b></p> <p>Witch, witch</p> <p>row, row, row your boat</p>		<p>Bird Spotting: Cuckoo Polka</p> <p>Shake My Sillies Out</p> <p><b>Spring 2</b></p> <p>Up and Down</p> <p>Five Fine Bumble Bees</p>		<p>It's Oh So Quiet</p> <p><b>Summer 2</b></p> <p>Slap Clap Clap</p> <p>Bow ,Bow, Bow Belinda</p> <p>End of year performance song</p>	
	D&T – free choice in creative area. Junk modelling and joining materials.	D&T – free choice in creative area. Junk modelling and joining materials.	D&T – making rockets using junk	D&T – split pin Easter egg	D&T – puppet making (sewing introduction)	D&T – large scale models
<b>Physical Development – (fine and gross motor)</b>	<p><b>Fine:</b> using knives, forks, spoons, pincer grip (using pencils introduction), paintbrushes</p> <p><b>Gross:</b> master fundamental movements already acquired (walking, running, hopping etc), teaching skills needed to manage the school day successfully</p>	<p><b>Fine:</b> introduce scissor skills, clay tools</p> <p><b>Gross:</b> more fluent way of moving with co-ordination and grace (dance link)</p>	<p><b>Fine:</b> letter formation, pencil control</p> <p><b>Gross:</b> use core muscle strength to achieve a good posture when sitting at the table/floor.</p>	<p><b>Fine:</b> letter formation, pencil control</p> <p><b>Gross:</b> strength, balance, co-ordination and agility.</p>	<p><b>Fine:</b> scissor skills, letter formation continued</p> <p><b>Gross:</b> develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p>	<p><b>Fine:</b> letter formation</p> <p><b>Gross:</b> Sports Day focus</p>
<b>Get Set 4 PE</b>	Fundamentals Unit 1	Fundamentals Unit 2	Dance Unit 1	Ball Skills Unit 1	Gymnastics Unit 1	Games Unit 1
<b>Commando Joes</b>	If you're happy and you know it				Row row row your boat	
<b>British Values</b>	<p><b>Rule of law</b></p> <p>School rules Classroom rules and expectations</p>	<p><b>Mutual respect and tolerance for those with different faiths</b></p>	<p><b>Individual liberty</b></p> <p>Myself as an individual – It is good to be me.</p>	<p><b>Democracy</b></p> <p>Voting for our favourite book – Julia Donaldson</p>	<p><b>Individual liberty</b></p> <p>Choosing for myself – making decisions</p>	<p><b>Mutual respect and tolerance for those with different faiths</b></p>

	Voting for stories/ changes to story maps	Celebrating Diwali and Christmas Democracy - Voting for story map changesRights/ responsibilities in school.				Circle time and opportunities to share own experiences  Sharing multifaith stories.
<b>PSED (Self - Regulation, Managing self, Building Relationships)</b>	<b>Forming relationships</b>  separating form parents/ carers GMS Confidence to explore surroundings Golden rules The importance of limiting screen time	<b>Being kind and helpful</b>  Turn taking Respecting the environment Antibullying week	<b>Sharing ideas</b>  Considering the thoughts feelings and the needs of others  Confidence	<b>Sharing ideas</b>  Considering the thoughts feelings and the needs of others  Confidence  Oral health – visit from a dentist.	<b>Respecting others</b>  Confidence to cope with change	
<b>Mindmate</b>	<b>Feeling good and being me</b>  Settling in Friendship Golden rules What are you good at? Respect and responsibilities	<b>Friends and Family</b>  Important people in our lives – making new friends	<b>Life changes</b>  Moving house/ new baby	<b>Strong emotions</b>  How do I feel? Look at feelings and discuss	<b>Being the same and being different</b>  Celebrating differences How am I different to my friend?	<b>Solving problems/ making it better</b>  Transitioning and moving into Y1 How can I overcome problems?
<b>Outdoor Learning (includes fine and gross motor skills)</b>  <i>On-going throughout the year – confidently and safely use a range of large and small apparatus indoors and outdoors –</i>	Access to forest school twice during each half term:  Session 1: Use our listening ears. Exploring the area, learning the rules, expectations  Session 2: Create a picture using natural materials (EAD)	Access to forest school twice during each half term:  Session 1: Identify and compare using the language or more/ less/ fewer and to work as a team. Leaf volcanoes  Session 2:	Access to forest school twice during each half term:  Session 1: Exploring how to build and light a control fire (fire pit)  Session 2: Re tell the story of 'Stick Man' and make our own stick man puppet.	Access to forest school twice during each half term:  Session 1: Birds and Worms activity  Session 2: Create a picture using natural materials (EAD)	Access to forest school twice during each half term:  Session 1: Map work- navigate a map. Children to follow Rosie's Walk.  Session 2: Memory game Natural objects found around your outdoor/	Access to forest school twice during each half term:  Session 1: Linking to Storm Whale, build a animal house to protect the animals that visit our Forest School  Session 2:

<p><i>both independently and with peers.</i>  <i>Open access to outdoors continuous provision available including, large scale building, mud kitchen, climbing, bats, balls, skipping ropes, den building etc.</i></p>	<p>Children will collect various natural items that they will then use to create a picture.</p>	<p>Leaf threading linking to fine motor skills</p> <p>Hot chocolate making and Christmas stories</p>	<p>Read the story of stickman, then all children to make their own stickman puppet</p>	<p>Children will collect various natural items that they will then use to create a picture.</p>	<p>woodland area. Can children remember item collected.</p>	<p>Create a picture using natural materials (EAD)</p> <p>Children will collect various natural items that they will then use to create a picture.</p>
--	---	--	--	---	---	---