

Howden C of E Infant School

FS2 Long Term Plan 2025 - 2026

	I'M AN EXPLORER Autumn 1	I'M A DETECTIVE Autumn 2	I'M A SCIENTIST Spring 1	I'M A GLOBAL CITIZEN Spring 2	I'M A COURAGEOUS ADVOCATE Summer 1	I'M A CREATOR Summer 2
BIG IDEA	MARVELLOUS ME	REMEMBER, REMEMBER	BRR...IT'S COLD	AFRICAN ADVENTURES	UNDER THE SEA	ONCE UPON A TIME
FOCUS VALUE	CURIOSITY	CURIOSITY	FAMILY	RESPECT	NURTURE	JOY
GUIDING QUESTION	Where is my school?	Why do we celebrate Bonfire Night?	Do we need the cold?	How is life in Africa different to life in England?	Why is there plastic in the ocean and what can we do to help?	Where can my imagination take me?
Other possible enquiries or events	Occupations Harvest (24th Oct)	Autumn Light and Colour Remembrance Day (11 th) Diwali Children In Need Christmas	Winter	Spring Shrove Tuesday World book day Red Nose Day Mother's Day Ramadam Easter	Minibeasts (RE Link) Caterpillars, tadpoles Eid St George's day	Summer
Reading Spine	Marvellous Me Perfectly Norman Super Duper You Family and Me The Growing Story Would You Like a Banana? <u>Rhymes (Linked with Maths)</u> Five Currant Buns Five Little Apples Five Little Ducks <u>Poetry Basket</u> Chop Chop - Poem Leaves are Falling - Poem	The Colour Monster Chapati Moon Pumpkin Soup Leaf Man Owl Babies <u>Rhymes (Linked with Maths)</u> Five Little Monkeys Five Little Speckled Frogs <u>Poetry Basket</u> Wise Old Owl - Poem Falling Apples - Poem Breezy Weather - Poem Who has seen the wind? - Poem	Stick Man Snowball Gruffalo's Child One Snowy Night Five Minute's Peace Martha Maps It Out <u>Rhymes (Linked with Maths)</u> Zoom Zoom Zoom! Five Little Boats Hen House Hop Let's Count up to Ten <u>Poetry Basket</u> Popcorn - Poem A Little House - Poem Let's Put On Our Mittens - Poem I Can Build a Snowman - Poem	The Ugly Five Handa's Surprise The Lion Inside Mr Wolf's Pancakes The Easter Egg Hunt <u>Rhymes (Linked with Maths)</u> Ten Fat Sausages Ten Green Bottles <u>Poetry Basket</u> Pancakes - Poem Spring Wind - Poem Hungry Birdies - Poem A Little Seed - Poem Stepping Stone - Poem	Somebody Swallowed Stanley Clean Up The Fish Who Could Wish The Very Hungry Caterpillar What the Ladybird Heard Superworm <u>Poetry Basket</u> I Have a Little Frog - Poem Pitter Patter - Poem Sliced Bread - Poem A Little Shell - Poem	Building a Home The Can Caravan There's a Tiger in the Garden The Extraordinary Gardener The Three Little Wolves and the Big Bad Pig <u>Poetry Basket</u> 5 Little Peas -Poem Thunderstorm - Poem 5 Little Owls - Poem If I Were So Very Small - Poem Under a Stone Poem
Communication and Language - Listening, Attention and Understanding	Listening to carpet session stories.	Beginning to understand and show how to listen carefully (star listening). Using picture card cues to introduce questioning and vocabulary.	Beginning to use questioning to further develop knowledge. Engaging in opportunities to listen to peers during show and tell.	Beginning to follow and understand the process of 'Think, Pair, Share'.	Using topic vocabulary as part of their everyday in play in provision.	.

Communication and Language - Speaking	Beginning to join in with familiar rhymes and songs. Talking to adults and peers in play. Joining in with poems from the poetry basket	Developing social phrases and use in exchanges with peers and adults. Talking about their own interests and activities. Joining in T4W text using actions and retelling the story. Joining in with poems from the poetry basket (Autumn 2).	Beginning to use topic vocabulary as part of their every day in play in provision. Sharing in 'Show and Tell' thoughts and experiences of something special to them. Confidently join in T4W sessions and discuss in class how to change the main characters and events. Joining in with poems from the poetry basket (Spring 1).	Sharing a range of thoughts and ideas and constructing sentences. Using topic vocabulary as part of their every day in play in provision. Joining in with poems from the poetry basket (Spring 2).	Describing some events in detail related to their favourite stories (story leaf). Using T4W props to make up their own stories and share with peers. Using talk to help work out problems, explaining how things work and why things might happen when making a boat to float. Joining in with poems from the poetry basket (Summer 1).	Joining in with Poems from the poetry basket (summer 2).
PSED	<u>Being Me in My World</u> Belonging and that we are similar but different Recognising and Managing Feelings Enjoying working with others to make school a good place to be Being kind and using gentle hands Understanding rights Understanding what being responsible means	<u>Dreams and Goals</u> Challenge Never Giving Up Setting A Goal Obstacles and Support Flight To The Future Award Ceremony <u>Children in Need</u> Discussion-not every child in UK has security, food, safety etc.	<u>Healthy Me</u> Everybody's Body We Like To Move It Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger	<u>Celebrating Difference</u> What I Am Good At I'm Special, I'm Me Families Houses and Homes Making Friends Standing Up For Yourself <u>Comic Relief</u> Discussion -who it might be helping - raise awareness of disability.	<u>Relationships</u> My Family and Me Make Friends, Make Friends, Never Ever Break Friends Falling Out & Bullying Being The Best Friend We Can Be	<u>Changing Me</u> My Body Respecting My Body Growing Up Growth and Change Fun and Fears Celebration
Physical Development	<u>Introduction to PE</u> Learning the basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. Fundamental movement skills such as running, jumping, skipping.	<u>Ball Skills</u> Developing ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Developing fine and gross motor skills through a range of game play using a variety of equipment.	<u>Dance</u> Exploring space and how to use space safely. Exploring travelling movements, shapes and balances. Choosing actions in response to a stimulus. Copying, repeating and remembering actions.	<u>Fundamentals</u> Balancing, running, changing direction, jumping, hopping and travelling. Developing gross motor skills through a range of activities. Learning how to stay safe using space, following rules and instructions and working independently and with a partner.	<u>Games</u> Practising and further developing fundamental movement skills through games.	<u>Gymnastics</u> Exploring creating shapes, balances, and jumps and beginning to develop rocking and rolling. Developing an awareness of space and how to use it safely and performing basic skills on both floor and apparatus. Copying, creating, remembering and repeating short sequences. Beginning to understand using levels and directions when travelling and balancing.
Literacy - Word Reading	Introduce the following phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l	Introduce the following graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk	Introducing the phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er	Review phase 3 graphemes. Review words with double letters	Introducing phase 4. Short vowels with adjacent consonants	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC

	Blending sounds into words to read short words with known letters. Phase 2 reading sets. Re-reading books to build confidence with word reading.	Reading simple words ending with s / s/z (hats, his). Phase 2 reading sets. Reading the phase two tricky words. Blending sounds into words that match the progression of the school phonics programme.	Words with double letters. Reading longer words using the 'chunk it up' method. Phase 3 reading books. Blending sounds into words that match the progression of the school phonics programme.	longer words. Words with two or more digraphs. Words ending in -ing, compound words. Phase 3 reading books.	CVCC CCVC CCVCC CCVCV CCCVCC Longer words and compound words. Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Phase 3 / Phase 4 set 1 reading books.	Words ending in suffixes: -ing, -ed /t/, -ed /id/ed/, -ed /d/ -er, -est -longer words Phase 3 / Phase 4 reading books.
Literacy - Writing	T4W: Fiction: Little Red Hen	T4W: Fiction: The Three Little Pigs Non-Fiction: How to Catch the Big Bad Wolf	T4W: Fiction: We're Going on a Bear Hunt Non-Fiction: A Visit to... Recount	T4W: Fiction: Handa's Surprise Non-Fiction: Favourite Fruit Discussion	T4W: Fiction: The Very Hungry Caterpillar Non-Fiction: Butterfly Fact File	T4W: Fiction: Jack and the Beanstalk Non-Fiction: Planting a Bean
Maths - Number	Subitising within 3. Focusing on counting skills. Exploring how all numbers are made of 1s. Focusing on the composition of 3 and 4. Subitising objects and sounds.	Focusing on counting skills. Focusing on the five-ness of 5 using one hand and the die pattern for 5. Exploring the concept of 'whole' and 'part'. Focusing on the composition of 3,4 and 5. Practising object counting skills. Matching numerals to quantities within 10.	Subitising within 5 focusing on die patterns. Matching numerals to quantities within 5. Counting - focus on ordinality and the 'staircase' pattern. Seeing that each number is one more than the previous number. Focusing on 5. Focusing on 6 and 7 as '5 and a bit'.	Focusing on the 'staircase' pattern and ordering numbers. Focusing on ordering numbers to 8. Using the language of less than. Focusing on 7.	Counting - larger sets and things that cannot be seen. Subitising to 6, included in structured arrangements. Composition '5 and a bit'. Composition of 10.	Subitising to 5. Introducing rekenrek. Automatic recall of bonds to 5. Composition of numbers to 10. Counting.
Maths - Numerical Patterns	Comparing sets - just by looking. Using the language of comparison: more than and fewer than.	Comparing sets - by matching. Using the language of comparison: more than, fewer than, an equal number. Verbal counting beyond 20.	Comparing sets and use the language of comparison: more than, fewer than, an equal number to. Making unequal sets equal.	Doubles - exploring how some numbers can be made with 2 equal parts. Sorting numbers according to attributes - odd and even numbers.	Comparing - linked to ordinality. Playing track games.	Comparison. Number patterns.
Number - Shape, Space and Measure	Patterns and Measure (WR). Comparing mass and capacity (WR). Simple repeating patterns.	Circles and Triangles (WR). Shapes with 4 sides (WR).	Mass and capacity (WR). Length, Height and Time (WR).	Explore 3D shapes.	Manipulate, compose and decompose	
Understanding the World (History)	<u>How I've Changed</u> Understand that everyone begins life as a baby. Know the stages of a human life cycle. Recognise similarities and differences between themselves and their parents. Know 3 things they couldn't do as a baby that they can do now.	<u>The Gunpowder Plot/ Guy Fawkes</u> Through story-telling, know that the gunpowder plot took place in London a very long time ago. Recognise that Guy Fawkes was born near to us (in the City of York).			<u>Houses Then and Now</u> Know that there are different kinds of houses. Know that houses have different rooms used for different purposes. Know how to tell if a house is old or new. Know that houses, and what is inside them, have changed over time	

	Identify special times, e.g. events, birthdays, in their past. <u>Occupations</u>	Know that we can use sources such as books and images to find out about long ago. Recognise that people long ago dressed differently to people today. Understand that we now celebrate Bonfire Night and have fireworks to remember the story of the gun powder plot.			Compare their house to houses of the past.	
Understanding the World (RE and World Views) (Christianity, Judaism, Hindu Dharma)	<u>Special People</u> What makes people special? Talking about people who are special to them. Saying what makes their family and friends special to them. Identifying some of the qualities of a role model and considering who theirs might be. Recalling and talking about stories of Jesus as a role model to Christians. Recalling and talking about stories of Moses and how he is a role model to Jews. Considering how the lives of Jesus and Moses influence people today.	<u>Incarnation</u> Why do Christians perform nativity plays at Christmas? Talking about why we give presents at Christmas. Listening to and ask questions about the Christmas story. Recognising Christians believe Jesus is God's son and that God gave Jesus as a special gift to the world. Recognising Jesus came to earth as a baby and this was good news for all, including the shepherds who visited him. Talking about why the kings took precious gifts to baby Jesus. Considering why not everybody celebrates Christmas.	<u>Celebrations</u> How do people celebrate? Exploring how new year is celebrated in different cultures. Retelling and talking about the story of Chinese New Year and the animals of the zodiac. Considering what Chinese New Year represents for Chinese families and how they prepare. Retelling and talking about the Persian Nowruz story. Knowing some of the traditions that take place during Nowruz celebrations. Reading and talking about the Hindu festival of Holi. Knowing why Holi is celebrated and giving examples of different ways Hindus celebrate.	<u>Salvation</u> Why do Christians put a cross in an Easter garden? Knowing that Easter is a special time for Christians. Recalling and talking about the Easter story. Recognising the crowds were pleased to see Jesus when he arrived in Jerusalem. Recognising that some people felt angry with Jesus because he said he was God's son and they didn't believe him. Knowing that Jesus died on a cross and Christians believe he came back to life three days later. Knowing that Christians believe Jesus helps them to make a new start when things go wrong.	<u>God/Creation</u> Why is the word 'God' so important to Christians? Listening to the story of 'The Precious Pearl' and considering why Christians believe God's name is precious. Retelling the Christian creation story and considering what it tells Christians about God. Recognising that Christians believe God loves the world he made and it is their responsibility to look after it. Knowing that 'umuganga' is carried out by Christians in Africa and is their way of looking after the environment around them. Considering what school 'umuganda' would look like.	<u>Special Places</u> What makes places special? Which places are special and why? Talking about somewhere that is special to themselves, saying why. Being aware that some religious people have places which have special meaning for them. Talking about the things that are special and valued in a place of worship. Identifying some significant features of sacred places. Recognising a place of worship. Getting to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Understanding the World (Geography)	<u>My School</u> Drawing information from a simple map. Talking about where they live. Knowing the name of the road and town the school is located in. Talking about what they like about their own immediate environment.		<u>The Arctic</u> Knowing that there are different countries in the world and talking about the differences they have experienced or seen in photos. Understanding and talking about the Arctic being a cold part of the world	<u>Africa</u> Knowing that there are different countries in the world and talking about the differences they have experienced or seen in photos. Understanding and talking about Africa being a hot part of the world. Talking about how African environments might vary from		

			Talking about how the Arctic environment might vary from other environments they know about. Looking at England, and the Arctic on maps and globes.	other environments they know about. Looking at England, and Africa on maps and globes.		
Understanding the World (Science)	<u>Keeping Healthy</u> Knowing and talking about the different factors that support overall health and wellbeing including handwashing, regular physical exercise, healthy eating, toothbrushing, sleep and screen time.	<u>Seasonal Change: Autumn</u> Knowing that there are four seasons and these have different weathers. Observe temperature and seasonal changes. <u>Light and Dark</u> Knowing that we have night and day and the difference between the two. Discovering that some light is natural, and some is man-made. Understanding that there are different types of light eg. torches, fairy lights, candles, the Sun.	<u>Materials</u> Using all their senses in exploration of materials, including natural materials. Exploring collections of materials with similar and/or different properties. Talking about the differences between materials and changes they notice. Exploring how and begin to understand why certain materials are better to use for different things. Noticing and talking about what happens to water when it's cold and beginning to understand that when water gets cold enough it freezes and becomes ice. Also beginning to understand that when ice warms up it melts and changes back to water. <u>Seasonal Change: Winter</u> Looking at what the four seasons might look and feel like.	<u>Animals and Humans</u> Naming and describing animals that live in different habitats, including those they see around them. Describing different habitats (under the sea and minibeasts). Beginning to understand what impact humans have had on animals and their environments. <u>Seasonal Change: Spring</u> Observing and discussing the seasonal changes for Spring.	<u>Animals and Humans</u> Naming and describing animals that live in different habitats, including those they see around them. Describing different habitats (under the sea and minibeasts). Beginning to understand what impact humans have had on animals and their environments. <u>SUSTAINABILITY LINK</u>	<u>Plants</u> Knowing that a plant is a living thing and recognising/naming parts of a plant. Naming and describing some plants they see in the natural world around them. Planting and caring for a bean. Understanding how certain plants grow and correctly sequencing the growth patterns of a bean. <u>Seasonal Change: Summer</u> Observing and discussing seasonal changes for Summer.
Expressive Arts and Design (Art)	An introduction to tools, skills and areas of provision. Using tape and glue to join materials. Using imagination in provision to form a foundation for play. Joining in during group singing time.	Creating with purpose. Exploring constructing in provision. Exploring printing with colours. Use props in role-play to support play. Explore instruments and sounds in provision.	Exploring colour mixing. Experimenting with different tools to create paint effects. Drawing a basic observational drawing. Using split pins to create joins and moving models. Using stories as a foundation	Drawing more detailed observational drawings. Creating shakers using junk materials.	Experimenting with clay modelling.	Creating own narratives in play.

		Explore painting colours in art area. To begin to move to music.	for play.			
Expressive Arts and Design (DT)	An introduction to tools, skills and areas of provision.	Food (Bonfire Night Soup) Design: Design a fruit or vegetable soup and suitable packaging. Make: Chop fruit and vegetables safely to make a soup. Identify if a food is a fruit or a vegetable. Explore the differences between fruit and vegetables. Evaluate: Taste and evaluate different food combinations. Describe appearance, smell and taste. Explore the inside and outside of a pumpkin and use 5 senses to describe it. Knowledge: Understand the difference between fruits and vegetables. Understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). Know that a blender is a machine which mixes ingredients together into a smooth liquid. Know how to use a knife safely. Know the different types of packaging available and why this might be beneficial e.g. recyclable, lightweight.			Structures (Boats) Design: Design a junk model boat. Use knowledge from exploration to inform design Make: Make a boat that floats and is waterproof, considering material choices. Evaluate: Make predictions about, and evaluate different materials to see if they are waterproof. Make predictions about, and evaluate existing boats to see which floats best. Test their design and reflect on what could have been done differently. Investigate the how the shapes and structure of a boat affect the way it moves. Technical: Know that 'waterproof' materials are those which do not absorb water. Additional: Know that some objects float and others sink. Know the different parts of a boat.	Textiles (Bookmarks) Design: Discuss what a good design needs. Design a simple pattern with paper. Design a bookmark. Choose from available materials. Make: Develop fine motor/cutting skills with scissors. Explore fine motor/threading and weaving (under, over technique) with a variety of materials. Use a prepared needle and wool to practise threading. Evaluate: Reflect on a finished product and compare to their design. Knowledge: To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object.
Expressive Arts and Design (Music)	<u>Me!</u>	<u>My Stories</u>	<u>Everyone!</u>	<u>Our World</u>	<u>Big Bear Funk</u>	<u>Reflect, Rewind and Replay</u>
End Goal	To share our Autumn journey.					
Educational Visits and Visitors	Visitors from different occupational backgrounds.		Iranian visitor to speak about Persian Nowruz festival.		The Deep	