

**FS2 Long Term Topic Plan Year A**  
2 year rolling programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b>	<p><b>7 weeks</b></p> <p>Whole School Topic- Goldsworthy <b>Me &amp; My Family</b> Harvest, Halloween &amp; Autumn (hibernation)</p> <p>Autumn concert</p>	<p><b>7 weeks</b></p> <p><b>Celebrations</b> <i>Bonfire Night, Diwali, Sukkot, Remembrance, Hanukkah, Eid, Christmas.</i> <i>Lights &amp; Electricity.</i> Christmas performance</p>	<p><b>7 weeks</b></p> <p>Winter + <b>Planet Earth</b> <i>Recycling, maps, local area, natural disasters, extreme weather- comparing countries.</i> Chinese New Year Pancake Day Art Week?</p>	<p><b>6 weeks</b></p> <p>Spring + <b>Superheroes</b> <i>Real life people who help us, heroes from the past, fictional, super vegetables linked to healthy eating.</i> <i>Powers- magnets, forces, electricity, materials.</i> Mother's Day Easter + concert</p>	<p><b>5 weeks</b></p> <p><b>Bookworm- Julia Donaldson.</b> <i>The Gruffalo- shadows.</i> <i>Stickman- float/sink</i> <i>Squash &amp; a squeeze- farm animals &amp; growing.</i> <i>Zog- first aid</i> <i>Room on the Broom- changing states</i> <i>Rosie's hat- wind</i> <i>Snail and the Whale- beaches</i></p>	<p><b>7 weeks</b></p> <p><b>At the seaside</b> <i>Seaside in different parts of the world.</i> <i>Under the sea (submarines &amp; animals including mythical sea creatures).</i> <i>Victorian seaside (comparison).</i> <i>Pirate adventures (maps).</i></p> <p>Transition Queen's platinum Jubilee Sports Day</p>
<b>End points for each topic</b>	<p>To name the members of their immediate family, describe the relation to them and compare this with others (e.g. brother, sister, mum, dad, grandma, grandad).</p> <p>To talk about at least 3 environmental changes that happen in Autumn and 1 change related to animals.</p>	<p>To know that people have different beliefs and celebrate special times in different ways. To talk about 1 thing that is similar with two different celebrations (Diwali, Sukkot, Remembrance, Hanukkah, Eid, Bonfire Night, Christmas) and 1 thing that is different.</p>	<p>To describe an immediate environment (e.g. school, home or Dodworth).</p> <p>To talk about what the weather is like in this country and how it is different to other countries.</p> <p>To talk about what life is like in this country and say how it is the same and different to life in another country- related to extreme weather.</p>	<p>To name 3 real life people who help us and talk about what they do within society.</p> <p>To talk about at least 3 environmental changes that happen in Spring and 1 change related to animals.</p> <p>To say 2 things about Easter and make a comparison between Easter and another religious celebration.</p>	<p>To be able to talk about at least 2 important processes/changes in the natural world around them e.g. growth, changing states, materials, floating/sinking using some scientific vocabulary.</p> <p>To plant a seed and watch it grow- naming at least 2 of the things that plants need to grow (water, light, warmth, nutrients, air and space).</p>	<p>To talk about what a seaside holiday is like now and about how a seaside holiday was different in the past.</p> <p>To talk about what a seaside looks like in this country and say how it is the same and different to a seaside in another country.</p> <p>To talk about what life is like in this country and say how it is the same and different to life in another country- related to the seaside.</p>
<b>ELG's</b>	<p><b>People, Culture &amp; Communities</b> (Understanding the World- R.E &amp; PSHE)</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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. -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.</p>		<p><b>The Natural World</b> (Understanding the World- Science &amp; Geography)</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		<p><b>Past and Present</b> (Understanding the World- History &amp; Science)</p> <p>-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. -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	

**FS2 Long Term Topic Plan Year B**  
2 year rolling programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year B</b>	Whole School Topic- <b>Me &amp; My Family</b> Harvest, Halloween & Autumn (hibernation)  Autumn concert	<b>Celebrations</b> <i>Bonfire Night, Diwali, Sukkot, Remembrance, Hanukkah, Eid, Christmas.</i> <i>Lights &amp; Electricity.</i> Christmas performance	Winter + <b>Poles Apart</b> <i>Environmental issues, comparing environments, seasonal changes, Arctic animals (If longer term: Why can't a meerkat live in the North Pole?)</i> Chinese New Year Pancake Day Art Week?	Spring + <b>Are we nearly there yet?</b> <i>Journeys/transport</i> <i>Space, train, boat, aeroplane, bus, car.</i> <i>Transport comparisons between old/new &amp; different countries.</i> <i>Jobs- roles in society (FS1 visitors).</i> Mother's Day Easter + concert	<b>Once upon a time</b> <i>Science behind stories.</i> <i>Jack and the Beanstalk (gardening), Little Red Riding Hood (safety &amp; dental), Gingerbread Man &amp; Billy Goats Gruff (bridges, boats &amp; water), Three Little Pigs (materials), Humpty Dumpty (safety).</i>	<b>In the garden</b> <i>Frogs (ponds &amp; life cycles)</i> <i>Caterpillars (life cycles)</i> <i>Bees (honey &amp; saving)</i> <i>Worms (composting)</i> <i>Contrasting environments- gardens in different places.</i> <i>Games in the garden (past/present)</i>  Transition Sports Day
<b>End points for each topic</b>	To name the members of their immediate family, describe the relation to them and compare this with others (e.g. brother, sister, mum, dad, grandma, granddad).  To name 3 people who they know and talk about what they do within society.  To talk about at least 3 environmental changes that happen in Autumn and 1 change related to animals.	To know that people have different beliefs and celebrate special times in different ways. To talk about 1 thing that is similar with two different celebrations (Diwali, Sukkot, Remembrance, Hanukkah, Eid, Bonfire Night, Christmas) and 1 thing that is different.	To describe an immediate environment (e.g. school, home or Dodworth).  To talk about what the weather is like in this country and how it is different to other countries- link to animals.  To talk about what life is like in this country and say how it is the same and different to life in polar regions.	To talk about what a mode of transport is like now and about how the same mode of transport was different in the past.  To talk about what life is like in this country and say how it is the same and different to life in another country- related to transport.  To talk about at least 3 environmental changes that happen in Spring and 1 change related to animals.  To say 2 things about Easter and make a comparison between Easter and another religious celebration.	To be able to talk about at least 2 important processes/changes in the natural world around them e.g. growth, changing states, materials, floating/sinking using some scientific vocabulary.  To plant a seed and watch it grow- naming at least 2 of the things that plants need to grow (water, light, warmth, nutrients, air and space).	To talk about what games in the garden look like now and about how games in the garden were different in the past.  To talk about a garden around them (home/school) and say how it is the same/different to a contrasting garden (e.g. stately home, allotment, balcony, in another country).  To talk about the lifecycle of an animal and understand it as an important process in the natural world.
<b>ELG's</b>	<b>People, Culture &amp; Communities</b> (Understanding the World- R.E & PSHE)  -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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. -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>The Natural World</b> (Understanding the World- Science & Geography)  -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		<b>Past and Present</b> (Understanding the World- History & Science)  -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. -Understand the past through settings, characters and events encountered in books read in class and storytelling.	