

What children will learn in F2 at Pearson Primary School

2021-22 Long Term Curriculum Plan



	2021- 2022					
	Autumn		Spring		Summer	
Community and Possibilities	Teddy bear's picnic Autumn Walk in school grounds	Christmas crafts and Enterprise Christmas production Visit to Jack Harrison Court	Chinese New Year celebration	Visit church for Easter service Easter crafts Spring Walk to the Park	Tea party Farm visit	Sports day Visit to the Mosque
Topic	Bears		Growing		Animals	
Key Texts	We're Going on a Bear Hunt Goldilocks and the 3 bears	Peace at last Brown bear brown bear what do you see?	The Little Red Hen Farmer Duck	Jack & the Beanstalk The Hungry Caterpillar	The tiger who came to tea Handa's hen	Giraffes can't dance Handa's surprise
Literacy Genres	Stories from familiar settings	Lists, Cards, Letters	Traditional Tales	Traditional Tales	Creative writing Stories from other cultures	Poetry and Rhyme Recount

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	Instructions					
Nursery rhymes	<p>When Goldilocks went to the house of the bear</p> <p>Dingle dangle scarecrow</p> <p>Peter pointer</p> <p>1,2,3,4,5 once I caught a fish</p>	<p>Miss Polly had a dolly</p> <p>Head, shoulders, knees & toes</p> <p>Doctor Foster went to Gloucester</p> <p>One potato, two potato...</p>	<p>Old McDonald</p> <p>5 little speckled frogs</p> <p>5 little ducks</p> <p>Mary had a little lamb</p>	<p>5 currant buns</p> <p>Hot cross buns</p> <p>Little Peter rabbit</p> <p>Chick chick chick chick chicken...</p>	<p>10 little monkeys</p> <p>One elephant went out to play</p> <p>The wheels on the bus</p> <p>Wind the bobbin up</p>	<p>10 green bottles</p> <p>Down in the jungle where nobody goes</p> <p>The big ship sails through the alley alley o</p> <p>Sing a song of sixpence</p>
Maths – coverage areas	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass & capacity</p> <p>Exploring pattern</p>	<p>Representing, comparing and the composition of 1,2,3</p> <p>Circles & triangles</p> <p>Positional language</p>	<p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass & capacity</p> <p>6,7,8</p>	<p>Counting to 9 & 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shape</p> <p>Spatial awareness</p> <p>Patterns</p>	<p>Building numbers</p> <p>Beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial Reasoning (1)</p> <p>Match, rotate, manipulate</p>	<p>Doubling</p> <p>Sharing & grouping</p> <p>Even & odd</p> <p>Spatial Reasoning (3)</p> <p>Visualise and build</p> <p>Deepening</p>

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		<p>Representing numbers to 5</p> <p>One more and less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Combining 2 amounts</p> <p>Making pairs</p>	<p>Length & height</p> <p>Time</p>	<p>Adding more, taking away</p> <p>Spatial Reasoning (2)</p> <p>Compose and decompose</p>	<p>Understanding</p> <p>Patterns & relationships</p> <p>Spatial Reasoning (4)</p> <p>Mapping</p>
Understanding the World	<p><i>Personal History</i></p> <p><i>F2 Identifying similarities/differences</i></p> <p><i>Looking at photos of toys from the past, compare to new</i></p>	<p>Talk about members of their immediate family</p> <p>Talk about people who are familiar to them – police, nurses, teachers</p>	<p>Generational History</p> <p>F2 Within extended family</p> <p>Compare and contrast characters from traditional tales to present</p>	<p>Comment on images of familiar situations in the past – use Jack & the beanstalk, compare clothes, houses ...</p>	<p>Abstract History</p> <p>F2 What is the same? What is different? What has changed?</p> <p>Talk about experiences that are familiar to them and how these may have differed in the past</p>	<p>Sequence events using basic chronology, recognising that things happened before they were born</p>
	<p>Harvest Festival</p> <p>RE – Theme – Special people</p> <p>Key question – What makes people special?</p> <p>Religions – Christianity, Islam</p>	<p>Theme – Christmas</p> <p>Concept – Incarnation</p> <p>Key question – What is Christmas?</p> <p>Religion – Christianity</p>	<p>Valentine's day</p> <p>Chinese New Year</p> <p>Theme – Celebrations</p> <p>Key question – How do people celebrate?</p> <p>Religions – Christianity, Islam</p>	<p>Mother's day</p> <p>Theme – Easter</p> <p>Concept – Salvation</p> <p>Key question – What is Easter?</p> <p>Religion - Christianity</p>	<p>Eid</p> <p>Theme – Stories</p> <p>Key question – What can we learn from stories?</p> <p>Religions – Christianity, Islam</p>	<p>Father's day</p> <p>Theme – Special places</p> <p>Key questions – What makes places special?</p> <p>Religions – Christianity, Islam</p>
	<p>(Throughout the year continually observe the effect of the changing seasons)</p>	<p>Immediate environment</p> <p>Finding out about the child, their</p>	<p>Local environment</p> <p>Finding out about the local environment including Pearson Park. Visitors into school from the local community.</p>	<p>Contrasting Environment</p> <p>Finding out about a rural environment (the farm) and making simple comparisons with the local area.</p> <p>Finding out about children in other parts of the world.</p>		

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	family and where they live.				
Looking at Change – Autumn Walk Living creatures (mini beasts) - explore the garden with magnifiers	Light/dark/space - Bonfire night, fireworks, use torches to explore Shadows outside and shadow puppets Materials - Explore different materials using appropriate vocabulary	States of matter- solids/liquids - Melting chocolate to decorate biscuits	Looking at change- Spring Walk Life cycles – Caterpillars & frogs Growing (Animals/plants)- Plant beans	Floating & sinking Farm Visit – name farm animals Marine life – seaside	Looking at change - Summer Animals names & parts of the body
Individual Technology audit	Computer science Know how to use basic directional and instructional language to program a simple robotic toy to execute a short sequence. Know that an output will happen as a result of an input (when I press the button the beebot will move forward). Be able to explore the commands needed to control a range of electronic toys. Know how to		Information Technology Draw a spring flower on 'Paint 3D' programme on an ipad. Use a painting program on a tablet or computer to draw a picture. Know that cameras take pictures and be able to use one to do so. Know how to use multimedia equipment to capture still and moving images.		Information Technology Use the mouse to move the cursor Typing skills – practise typing letters onto a computer to form simple words. Know that the space bar creates a space between words. Know that the enter buttons goes to a new line. Know how to sit correctly at a computer.

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		give instructions to robot toys.				
Expressive arts and design	<p><i>Drawing – self-portraits</i></p> <p><i>Draw own family</i></p>	<p><i>Mixing Autumn colours</i></p> <p><i>Printing – using leaves & natural objects</i></p>	<p><i>Painting – develop painting skills & colour mixing</i></p> <p><i>Artist Study- Vincent Van Gough - Sunflowers</i></p>	<p><i>Observational paintings – daffodils</i></p> <p><i>Make different shades of yellow & green</i></p>	<p><i>Collage – animals using different materials</i></p> <p><i>Artist Study- Hannah Hoch</i></p>	<p><i>Use clay to make animals</i></p> <p><i>Colour mixing – hot colours</i></p>
	<p>Food Technology – make porridge for the 3 bears</p> <p>Joining materials- glue/tape - junk modelling</p>	<p>Food Technology – make sandwiches for the teddy bear’s picnic</p> <p>Christmas biscuits</p> <p>Joining materials- glue/tape - make rockets</p>	<p>Food Technology – valentine’s biscuits</p> <p>pancakes</p> <p>Joining materials- split pins/ treasury tags – hen with moving wings</p>	<p>Food Technology – Easter nest buns</p> <p>Joining materials- split pins/ treasury tags</p> <p>Easter cards</p>	<p>Food Technology – sandwiches for the tiger</p> <p>Planning and making models – a house for the tiger</p>	<p>Food Technology – fruit salad</p> <p>Planning/ making and evaluating models – design a container for Handa to carry the fruit</p>
	<p>Rhythm</p> <p>Singing familiar songs/rhymes</p> <p>Kapow</p> <p>Music genre - Classical</p>	<p>Exploring instruments</p> <p>Learning new songs</p> <p>Christmas production</p> <p>Kapow</p>	<p>Listening to songs from different eras/ genres</p> <p>Kapow</p> <p>Music genre – Popular music</p>	<p>Make music and experiment with ways of changing music</p> <p>Easter songs</p> <p>Kapow</p>	<p>Exploring instruments and listening to songs from different cultures</p> <p>Kapow</p> <p>Music genres – Music from other cultures</p>	<p>Explore and engage in music making, performing solo and in groups</p> <p>Kapow scheme</p>

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Physical Development	Manipulation and Coordination	Dance	Speed agility and travel	Gymnastics – develop overall body strength, co-ordination, balance & agility	Body management	Co-operative problem solving
PSED - Jigsaw	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me