




 Trekkenner Primary School Living, Learning and Laughing Together		Trekkenner Primary School FS1/2 Long Term Plan Cycle A						 TREKENNER PRIMARY SCHOOL
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		PSED	LITERACY	UTW	UTW	UTW	UTW	
		Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On	



Communication and Language		Nursery [2-3yo]: o Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher FS1[3/4yo] o Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. o Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. FS2[Reception]	Nursery [2-3yo]: o Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher FS1[3/4yo] o Make comments about what they have heard and ask questions to clarify their understanding. o Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,	Nursery [2-3yo]: o Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher FS1[3/4yo] o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving	Nursery [2-3yo]: o Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher FS1[3/4yo] o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. FS2[Reception]	Nursery [2-3yo]: o Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher FS1[3/4yo] o Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. o Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Nursery [2-3yo]: o Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher FS1[3/4yo] o Make comments about what they have heard and ask questions to clarify their understanding. o Offer explanations for why things might happen, making use of recently
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		<ul style="list-style-type: none"> o Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. o Make comments about what they have heard and ask questions to clarify their understanding. o Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. o Express their ideas and feelings about their experiences using full sentences, 	<p>rhymes and poems when appropriate.</p> <p>FS2[Reception]</p> <ul style="list-style-type: none"> o Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. o Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. o Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>FS2[Reception]:</p> <ul style="list-style-type: none"> o Set and work towards simple goals, 	<p>several ideas or actions.</p> <p>FS2[Reception]</p> <ul style="list-style-type: none"> o Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. o Make comments about what they have heard and ask questions to clarify their understanding. o Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems 	<ul style="list-style-type: none"> o Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. o Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. o Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>FS2[Reception]:</p> <ul style="list-style-type: none"> o Set and work towards simple goals, being able to wait for what they want and control their 	<p>FS2[Reception]</p> <ul style="list-style-type: none"> o Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. o Make comments about what they have heard and ask questions to clarify their understanding. o Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. o Express their ideas and feelings about their experiences 	<p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>FS2[Reception]</p> <ul style="list-style-type: none"> o Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. o Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. o Participate in small group, class and one-to-one discussions, offering their own ideas,
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		including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	being able to wait for what they want and control their immediate impulses when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play	when appropriate. o Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	immediate impulses when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others.	using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	using recently introduced vocabulary. FS2[Reception]: o Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and
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			cooperatively and take turns with others.				perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others.
		FS1[3/4yo]: o Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. FS2[Reception]: o Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. o	FS1[3/4yo]: o Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. FS2[Reception]: o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an	FS1[3/4yo]: o Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. FS2[Reception]: o Set and work towards simple goals, being able to wait for what they want and control	FS1[3/4yo]: o Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. FS2[Reception]: o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an	FS1[3/4yo]: o Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. FS2[Reception]: o Set and work towards simple goals, being able to wait for what they want and control their immediate impulses	FS1[3/4yo]: o Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. FS2[Reception]: o Give focused attention to what the teacher says, responding appropriately even

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		<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others.</p>	<p>ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others. o Know which adults look after them and who to tell if they feel worried or scared.</p>	<p>their immediate impulses when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and</p>	<p>ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others. o Know which adults look after them and who to tell if they feel worried or scared.</p>	<p>when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others.</p>	<p>when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others. o Know which adults look after them and who to tell if they feel worried or scared.</p>
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				take turns with others.			
		<p>Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills</p> <p>FS1[3/4yo] o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. o Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>FS2[Reception] o Demonstrate strength, balance and</p>	<p>Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills</p> <p>FS1[3/4yo] o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. o Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>FS2[Reception]: o Negotiate space and obstacles safely, with</p>	<p>Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills</p> <p>FS1[3/4yo] o Negotiate space and obstacles safely, with consideration for themselves and others. o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>FS2[Reception] o Hold a pencil effectively in</p>	<p>Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills</p> <p>FS1[3/4yo] o Negotiate space and obstacles safely, with consideration for themselves and others. o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>FS2[Reception]: Hold a pencil effectively in preparation for fluent</p>	<p>Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills</p> <p>FS1[3/4yo] o Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>FS2[Reception] o Demonstrate strength, balance and coordination when playing. o Use a range of small tools,</p>	<p>Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills</p> <p>FS1[3/4yo] o Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>FS2[Reception]: o Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.</p>

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		coordination when playing. o Use a range of small tools, including scissors, paint brushes and cutlery. o Begin to show accuracy and care when drawing.	consideration for themselves and others. o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	preparation for fluent writing - using the tripod grip in almost all cases. o Begin to show accuracy and care when drawing.	writing - using the tripod grip in almost all cases. o Use a range of small tools, including scissors, paint brushes and cutlery	including scissors, paint brushes and cutlery. o Begin to show accuracy and care when drawing.	
		Nursery[2-3yo]: o Say a sound for each letter in the alphabet o Begin to write recognisable letters, FS1[3/4yo]: o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. o Join in with rhymes and poems and during role-play	Nursery[2-3yo]: o Say a sound for each letter in the alphabet. o Begin to write recognisable letters. FS1[3/4yo]: o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. o Join in with rhymes and poems and during role-play.	Nursery[2-3yo]: o Say a sound for each letter in the alphabet o Begin to write recognisable letters, FS1[3/4yo]: o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Nursery[2-3yo]: o Say a sound for each letter in the alphabet. o Begin to write recognisable letters. FS1[3/4yo]: o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. o Join in with rhymes and poems and during role-play.	Nursery[2-3yo]: o Say a sound for each letter in the alphabet o Begin to write recognisable letters, FS1[3/4yo]: o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Nursery[2-3yo]: o Say a sound for each letter in the alphabet. o Begin to write recognisable letters. FS1[3/4yo]: o Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

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		FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 1 sounds Word time 1.1-17 Enjoy looking at books and sharing stories. events in stories.	FS2[Reception]: o Spell words by identifying sounds in them and representing the sounds with a letter or letters. FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 1 sounds Word time 1.1-17 Enjoy looking at books and sharing stories. events in stories.	o Join in with rhymes and poems and during role-play FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 1 special friends Ditties Enjoy looking at books and sharing stories. events in stories.	FS2[Reception]: o Spell words by identifying sounds in them and representing the sounds with a letter or letters. FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 2 sounds Red Ditty books Enjoy looking at books and sharing stories. events in stories.	o Join in with rhymes and poems and during role-play FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 2 sounds Red Ditties/Green books Enjoy looking at books and sharing stories. events in stories.	o Join in with rhymes and poems and during role-play. FS2[Reception]: o Spell words by identifying sounds in them and representing the sounds with a letter or letters. FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 2 Sounds Green/Purple Books
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							Enjoy looking at books and sharing stories. events in stories.
		Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-10 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-10 FS2 Reception: White Rose Maths Reception programme.
		Nursery[2-3yo]: o Find out about and use a range of everyday technology. FS1[3/4yo]: o Describe their immediate environment using	FS2[Reception]: o Make observations about the world around them. o Sort and group materials and resources and talk about how they are similar or different	Nursery[2-3yo]: o Find out about and use a range of everyday technology. FS1[3/4yo]: o Describe their immediate environment using	FS2[Reception]: o Make observations about the world around them. o Sort and group materials and resources and talk about how they are similar or different	Nursery[2-3yo]: o Find out about and use a range of everyday technology. FS1[3/4yo]: o Describe their immediate environment using	FS2[Reception]: o Make observations about the world around them. o Sort and group materials and resources and talk about how they are similar or different

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		<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>FS2[Reception]:</p> <ul style="list-style-type: none"> o Create simple programs. o Understand the past through settings, characters and events encountered in books read in class and storytelling. o 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. o Explore the natural world around them, making observations and 		<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>FS2[Reception]:</p> <ul style="list-style-type: none"> o Create simple programs. o Understand the past through settings, characters and events encountered in books read in class and storytelling. o 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. o Explore the 		<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>FS2[Reception]:</p> <ul style="list-style-type: none"> o Create simple programs. o Understand the past through settings, characters and events encountered in books read in class and storytelling. o 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. o Explore the natural world around them, 	are similar or different
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		drawing pictures of animals and plants. o Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. o Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion		natural world around them, making observations and drawing pictures of animals and plants. o Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. o Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion		making observations and drawing pictures of animals and plants. o Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. o Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion	
		Nursery [2-3yo]: o Listen to a variety of music and sounds. FS1 [3/4yo]: o Share their creations, explaining the process they have used. o Make use of	Nursery [2-3yo]: o Explore playing a variety of percussion instruments. FS1[3/4yo]: o Share their creations, explaining the process they have	Nursery [2-3yo]: o Listen to a variety of music and sounds. FS1 [3/4yo]: o Share their creations, explaining the process they	Nursery [2-3yo]: o Explore playing a variety of percussion instruments. FS1[3/4yo]: o Share their creations, explaining the process they have	Nursery [2-3yo]: o Listen to a variety of music and sounds. FS1 [3/4yo]: o Share their creations, explaining the process they have used. o Make use of	Nursery [2-3yo]: o Explore playing a variety of percussion instruments. FS1[3/4yo]: o Share their creations, explaining

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		Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On	

		<p>props and materials when role playing characters in narratives and stories. o Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients</p> <p>FS2 Reception:</p> <p>o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</p>	<p>used. o Make use of props and materials when role playing characters in narratives and stories. o Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients</p> <p>FS2 Reception:</p> <p>o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>have used. o Make use of props and materials when role playing characters in narratives and stories. o Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients</p> <p>FS2 Reception:</p> <p>o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Safely use and explore a variety of materials,</p>	<p>used. o Make use of props and materials when role playing characters in narratives and stories. o Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients</p> <p>FS2 Reception:</p> <p>o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>props and materials when role playing characters in narratives and stories. o Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients</p> <p>FS2 Reception:</p> <p>o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>the process they have used. o Make use of props and materials when role playing characters in narratives and stories. o Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients</p> <p>FS2 Reception:</p> <p>o Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Safely use and explore a</p>
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 Trekkenner Primary School Living, Learning and Laughing Together		Trekkenner Primary School FS1/2 Long Term Plan Cycle A						 TREKENNER PRIMARY SCHOOL
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		PSED	LITERACY	UTW	UTW	UTW	UTW	
		Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On	

		texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	tools and techniques, experimenting with colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.
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