



By the end of the foundation stage, our pupils become independent, confident risk takers with self-determination. They are resilient learners; exploring, achieving and learning to their full potential.

Curriculum Area	Myself and animals	Seasons and Celebrations	Once upon a time	Wild things	People who help us.	Water	End points: Early learning goal (end of reception year)
Communication and Language:	<p>Understanding rules and routines.</p> <p>Children talk about their immediate Family.</p> <p>Children name their favourite Animals and can name body parts and animal habitats.</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p>	<p>Children talk about Family celebrations. They listen to others and can say which celebrations are the same or different to theirs.</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p>	<p>Story telling:</p> <p>Children listen to stories and can answer questions and talk about what they have read.</p> <p>Strangers: link to Goldilocks</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p>	<p>Understanding and describing life cycles.</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p>	<p>Children listen to stories from and about Special people.</p> <p>Children recall events and can talk about roles of People who help us. News time: children use sentences to talk about events.</p> <p>Children listen to each other and ask questions to further their understanding.</p>	<p>Recalling stories.</p> <p>Discussing</p> <p>Changes/growth/moving on: favourite learning, favourite stories. Class assembly speaking to an audience.</p> <p>News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.</p>	<p>ELG Lis. Att and Understanding</p> <ul style="list-style-type: none"> *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. *Make comments about what they have heard and ask questions to clarify their understanding *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * Offer explanations for why things might happen, making use of recently introduced vocab form stories, non-fiction, rhymes and poems when appropriate * express their ideas and feelings about their experiences using full sentence, including use of past , present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development:	<p>Cutting gingerbread: scissors and baking and playdough tools</p> <p>Pencils and pens for writing. Using paint brushes.</p>	<p>Firework pastels and 3D creations. Cutting shape pictures for 2020 calendars. Cutting snowflakes. Autumn stimulus for threading and tweezers.</p>	<p>Cutting characters and split pin characters.</p> <p>Finger gym- weekly activities</p>	<p>Fruit kebabs: using kitchen tools to cut fruits</p> <p>Tweezers- caterpillar designs</p>	<p>Vegetable superheroes: cutting and joining small parts for superstition.</p> <p>Creating own felt vegetable superhero</p>	<p>Cutting and joining with tools to make junk model vehicles.</p>	<p>ELG: Gross motor</p> <ul style="list-style-type: none"> *negotiate space and obstacles safely, with consideration for themselves and others * demonstrate strength, balance and coordination when playing *move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Fine motor</p> <ul style="list-style-type: none"> *Hold a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases * use a range of small tools, including scissors, paint brushes and cutlery *begin to show accuracy and care when drawing
	<p>Changing into P.E kit</p> <p>Games. Bikes scooters and sending and aiming. Large loose parts and construction</p>	<p>Apparatus – gymnastics, balance, control. Bikes scooters</p> <p>Skipping and ribbons.</p> <p>Large loose parts and construction</p>	<p>Large balls, developing skills, catching, kicking, throwing Bikes scooters</p> <p>Large loose parts and construction</p>	<p>Team games, rules, parachute- working together. Bikes scooters. Large loose parts and construction</p>	<p>Dance- moving in tune to music, Bikes scooters. Large loose parts and construction</p>	<p>Bats and balls- agility, hand eye co-ordination.</p> <p>Bikes scooters. Large loose parts and construction</p>	
	<p>Handwashing, teeth, my body, hygiene routines for toileting and baking.</p>	<p>Importance of physical exercise</p>	<p>Porridge making: healthy eating, hygiene routines</p> <p>Oral Health- teeth cleaning and making healthy food choices.</p>	<p>Healthy eating. Types of plants- plants for eating</p>	<p>cleaning teeth.</p>	<p>Healthy eating and healthy choices.</p>	

Foundation Stage 2

Long term Topic Overview



<p>Personal, social and emotional development:</p>	<p>SEAL- New beginnings theme ME and my family</p> <p>Throughout the year: Sharing, turn taking, developing positive relationships. Establishing rules. Developing the confidence to speak to others. Developing the confidence to contribute to news time in small groups/class. Choosing their own resources.</p>	<p>SEAL- Similarities and differences Likes dislikes Getting on and falling out theme.</p>	<p>SEAL- Feelings Friendships theme</p> <p>Showing they can manage their feelings with or without adult help.</p>	<p>SEAL- Teamwork Pulling through theme</p> <p>Oral health</p>	<p>SEAL- Belonging Opinions theme</p>	<p>SEAL- Changes Setting goals theme</p> <p>Confidence in performing in Class assembly</p>	<p>ELG: self-regulation</p> <ul style="list-style-type: none"> *show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and showing an ability to follow instructions involving several ideas or actions. <p>ELG: Managing self</p> <ul style="list-style-type: none"> * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge * explain the reasons for rules, know right from wrong and try to behave accordingly * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices, <p>ELG: Building relationships.</p> <ul style="list-style-type: none"> * work and play cooperatively and take turns with others * form positive attachments to adults and friendships with peers * show sensitivity to their own and to others' needs
<p>Literacy:</p>	<p>Stimulus: Gingerbread man, Brown Bear brown bear, where's my teddy, I love animals. Hearing and recording sounds in words for writing. Blending and segmenting for reading. High frequency word reading and writing. Guided reading: skills of early reading.</p>	<p>Stimulus: Little red hen. Autumn/ Red leaf, yellow leaf. Polar bear polar bear Whatever Next: props Christmas. Using repeated refrains as stimulus for writing sentences. Guided reading: skills of early reading.</p>	<p>The 3 Little pigs Goldilocks and the three bears Little Red Riding Hood</p> <p>Guided reading: skills of early reading.</p>	<p>The Enormous Turnip Jack and the Beanstalk Dear Zoo</p> <p>Guided reading: skills of early reading.</p>	<p>Fire fighters non-fiction Supertato Superworm. The very Hungry caterpillar</p> <p>Guided reading: skills of early reading.</p>	<p>We're going on a bear hunt Lighthouse keepers' lunch. Commotion in the ocean Rainbow fish</p> <p>Guided reading: skills of early reading.</p>	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary * anticipate-where appropriate-key events in stories *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play> <p>ELG word reading</p> <ul style="list-style-type: none"> *say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic knowledge by sound blending * read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>ELG: Writing</p> <ul style="list-style-type: none"> *write recognisable letters, most of which are correctly formed *spell words by identifying sounds in them and representing the sounds with a letter or letters.
<p>Phonics</p>	<p>Level 2 Twinkl</p>	<p>Level 2 Consolidation and reinforcing blending and segmenting</p>	<p>level 2/3 Twinkl</p>	<p>level 3 Consolidation and reinforcing blending and segmenting</p>	<p>level 3, 4 Twinkl planning</p>	<p>Level 4 Consolidation of earlier phases</p>	<p>ELG: Number</p> <ul style="list-style-type: none"> *Children have a deep understanding of number to 10, including the composition of each number. *Subitise up to 5.
<p>Mathematics:</p>	<p>Matching same and different Sort same/different colour, size, shape</p>	<p>Introduce 1 and 0 Representing 1,2,3 Comparing 1,2,3</p>	<p>Make amounts to 5 using counters show 1-5 on fingers using 1 hand</p>	<p>comparing mass comparing capacity Introduce 6 hexagon</p>	<p>Number patterns to 20 Matching pictures and numerals</p>	<p>Find my match with shapes Find my match with models</p>	<p>ELG: Number</p> <ul style="list-style-type: none"> *Children have a deep understanding of number to 10, including the composition of each number. *Subitise up to 5.



	<p>Compare amounts: equal, more, fewer</p> <p>Compare size, mass, capacity</p> <p>Exploring and making simple patterns</p>	<p>Equal/not equal, circle, 1p</p> <p>Introduce 2</p> <p>Composition of 1,2,3</p> <p>Addition, 2 step patterns, 2p</p> <p>Circles & Triangles</p> <p>Spatial Awareness</p> <p>3 step patterns, triangles</p> <p>Positional Language</p> <p>Squares and Rectangles</p> <p>Pentagons</p> <p>1 more/1 less, subtraction symbol</p> <p>Comparing Shapes</p> <p>Night & Day/Time</p> <p>Digging Deeper</p> <p>Measurement</p>	<p>subitise to 5 using dice, counters, pictures</p> <p>order numbers to 5</p> <p>recognise numerals 1,2,3,4,5</p> <p>count objects accurately to 5</p> <p>show ways to make 5 using two hands or number blocks</p> <p>Introduce zero</p> <p>comparing numbers to 5</p> <p>composition of 4 and 5</p> <p>Finding pairs</p> <p>Odd and even</p>	<p>Introduce 7</p> <p>Introduce 8</p> <p>making pairs</p> <p>doubles</p> <p>combining two groups</p> <p>length and height</p> <p>time</p> <p>Introduce 9 and 10.</p> <p>Number bonds and comparing numbers</p> <p>3D shape</p> <p>Pattern 2</p>	<p>Ten frames fill beyond 10</p> <p>Estimating</p> <p>Subtraction from ten frames</p> <p>Missing numbers</p> <p>Ordering numbers to 20</p>	<p>Match and fill</p> <p>Replicate my model</p> <p>Tangrams</p> <p>Which holds the most?</p> <p>Odd and even numbers</p>	<p>ELG: Numerical patterns</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>* compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity,</p> <p>* explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the world:</p>	<p>Talking about significant events, family members, Diwali, special times etc</p> <p>News time special events.</p>	<p>Harvest, Bonfire night, Christmas, Family celebrations</p> <p>News time special events.</p>	<p>Similarities and differences between friends/food/toys etc</p> <p>Chinese New Year.</p> <p>News time special events.</p>	<p>News time special events.</p>	<p>People who help us- police, ambulance, teachers, crossing, coastguard, zoo keepers, builders, News time special events.</p>	<p>family holidays.</p> <p>News time special events.</p>	<p>ELG: Past and present</p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, culture and communities</p> <p>*describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>*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.</p> <p>* explain some similarities and differences between life in this country an life in other countries, drawing on knowledge form stories, non-fiction and when appropriate –maps.</p> <p>ELG: The Natural world</p> <p>* explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
<p>Understanding the world:</p>	<p>Planting spring bulbs and winter plants.</p> <p>Caring for indoor plants.</p> <p>Sound pots and using senses. Feely bags</p> <p>Change of state: cooking.</p>	<p>Ice and water. Freezing</p> <p>Changing environment: Autumn and winter signs.</p> <p>Caring for indoor plants.</p>	<p>Seasonal changes.</p> <p>Signs of spring.</p> <p>Caring for indoor plants.</p>	<p>Investigate plants- planting own beans, other veg</p> <p>Observing spring plants growing</p> <p>Forces-pushes and pulls</p>	<p>Live Caterpillars</p> <p>Raising butterflies</p> <p>Recycling.</p> <p>Book: Michael Recycle.</p> <p>Minibeasts</p>	<p>Floating and sinking snails.</p> <p>Plastics: recycling and sea creature threat.</p> <p>Book: Adventures of a plastic bottle.</p>	<p>*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.</p> <p>* explain some similarities and differences between life in this country an life in other countries, drawing on knowledge form stories, non-fiction and when appropriate –maps.</p> <p>ELG: The Natural world</p> <p>* explore the natural world around them, making observations and drawing pictures of animals and plants.</p>

Foundation Stage 2

Long term Topic Overview



Understanding the world:	Ipads Remote control cars Battery operated toys IWB	Laptops Phonics play Bug club IWB classifying and tallying items from the natural environment	Beebots Technological toys IWB	Laptops with mouse Software- Microsoft word IWB	Ipads- number, phonics apps IWB	Algorithms Beebots IWB	*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.
Expressive arts and design-	Paintings-self portrait Colour mixing. Cutting animal masks	LRH collage masks 2020 calendars cutting and sticking. Wrapping presents Printing.	Colour mixing- paintings Building own houses Paper plate characters Weaving baskets. diva lamps	Jack and the Beanstalk yoga split pin characters	Making moving vehicles: emergency vehicle Creating own vegetable superheroes Life cycle mobiles Minibeast life cycles Jumping frogs Caterpillar hand printing	Paintings of self for new teacher Sea creatures clay fish Costume making. making lighthouses.	ELG: Creating with materials *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *make props and materials when role playing characters in narratives and stories. ELG: Being imaginative and expressive * invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs *perform songs, rhymes and stories with others and –when appropriate–they to move in time with music.
Expressive arts and design-	Nursery rhymes Jolly phonics songs. Topic songs and movements.	Christmas songs Christmas assembly performance.	Traditional tales related songs	Music from different cultures	Superman song and dance	Add music to We're going on a bear hunt Class assembly song.	
Expressive arts and design- Dance	Animal movements	Dance-penguin small Seasonal song movements.	Go noodle Songs related to topic: out of the ark.	plant life cycle movements	Life cycle dancing Minibeast movements	Water, rain movements	
Expressive arts and design-	Home corner: additional enhancements throughout the term.	Home corner depicting celebrations.	3 bears house/ Jack and the beanstalk giants castle with large items and dressing up clothes.	Fruit and veg shop Garden centre	Pharmacy and medical centre.	Icecream stall: money and beach equipment.	
Expressive arts and design-	House and furniture.	Little red hen scene: farm and character setting.	Castles, Disney, princesses jack and the beanstalk farm and castle.	Collaborative beanstalk Animal prints	Construction site, doctors, police station, Batman, spiderman, x-men, fantastic 4, superman	Pirates, Castles and princesses and knights,	
Trip/Visitors	Diwali- dancing and music			Library Van	Visitors from the local area: firefighter, GP,		

Whole class reading time



Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Whatever next Room on the Broom A squash and a squeeze Kitchen disco My dad My Mum At the farm Where's teddy My brother Dinner time Songs and rhymes Old MacDonald had a farm. Twinkle, twinkle little star. Head shoulders 5 little ducks Magic fingers I'm a little teapot 1, 2, 3, 4, 5 once I caught a fish alive Baa baa black sheep	Alpaca saves Christmas Wiggle and Roar poems Pete the cat and his 4 groovy buttons Peppa pigs Diwali Diwali At Night Funny bones The biggest pumpkin ever 123 Father Christmas Christmas in the manger Maisys Christmas Festive songs Songs and rhymes Five little fireworks If you're happy and you know it Ten Green Bottles Five Little Speckled Frogs Rain, Rain Go Away Christmas festive songs Snowkey pokey Winter Wonderland performance songs	Winter poems- changes book Sam's snowflake Chicken Licken Cinderella Little Red hen The three little pigs Gingerbread man Elmer in the snow Let it snow Animals in winter Artic animals Songs and rhymes Old MacDonald had a farm. Mary Had a Little Lamb Three billy goats gruff song Goldilocks Little Mis Muffet Humpty Dumpty Hickory dickory dock Jack and Jill	The Gruffalo The Gruffalo's child Walking through the jungle Not now Bernard A quiet day in the jungle Keeping up with the cheetah The young book of animals Normans new shell The jungle run Songs and rhymes Incy wincy spider Through the jungle 5 Little monkeys 5 little lions 5 little ducks Animals went in two by two 5 currant buns Down in the jungle	<u>People who help us N.F books</u> nurse, Teddy bear hospital The Snail and the Whale Super Postman Bear Postman Pat When I grow up Barbara throws a wobbler Kippers toybox Postman bear The little red hen Songs and rhymes Little Miss.Muffet Polly put the kettle on Hey diddle diddle Three blind mice Revisit favourite rhymes	<u>N.F water and sea</u> Sir Charlie Stinky Socks Commotion in the ocean Under the sea Snail and the whale Sharing a shell Rainbow fish The boy who sailed the world Songs and rhymes Row, row, row your boat 5 little ocean friends Little fish song 5 little ducks One, two, three, four.... Jack and Jill went up the hill Five little fishes