**Foundation Stage 2 – Long Term Plan**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Themes of learning** | **‘My Community and Me’** | **‘Heroes!’** | **‘Traditional tales’** | **‘Let’s explore’** | **‘Down on the farm’** | **‘We’re going on a journey’** |
| **Focus learning** | Getting to know me.  Our school values.  People who help us in our community.  Harvest. | Superheroes  Diwali  Bonfire Night  Christmas | ‘Once upon a time…’ stories  Lunar new year  Easter | Growing – Plant life  cycle  The world around us – different places, different cultures. | Farm animals  Habitats  Animal Life Cycles Global week – life in a different country | Maps  Changes and Transition  Holidays  Transport |
| **Talk for writing texts** | -Little Red Hen | -Rama and Sita  -Traction Man | -Little Red Riding Hood -Elves and the Shoemaker | -Range of Non-fiction texts | -Farmer Duck | -Handa’s surprise |
| **Additional texts to support theme of learning**  **(Inclusive of Pi Corbett’s reading spine)** | -Tilda tries again  -Elmer  -The colour monster  -Incredible you  -The Gruffalo  -The Smartest Giant in town | -Supertato -Superworm -Super duck | -Goldilocks and the 3 Bears  -The 3 little pigs  -Jack and the Beanstalk | -The Enormous Turnip  -Oliver’s vegetables | -Squash and a squeeze  -Scarecrows wedding  -Duck in a truck  -What the ladybird heard. | -Mr Gumpy’s outing  -Rosie’s walk  -On the way home  -We’re going on a bear hunt |
| **Additional texts to promote diversity** | -All are welcome  -What makes me a me? | -Rama and Sita | -Freddie and the Fairy | -One world together | -Mixed – A world of colour | -Jabari Jumps  -Handa’s hen |
| **Enrichments to curriculum** | -Parent helpers in to enhance ‘People who help us’ topic.  -Charity donation collection and special assembly with charity. | -Parent reading mornings commence.  -Christmas show.  -Hero dress up day | -Safer Internet Day | -Science week  -World book day  -Easter Bonnet Parade | -Global week  -Be a farmer day | -Cammo week  -‘Look at our learning’ afternoon with parents.  -School Trip |

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|  | **Baseline** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring**  **2** | **Summer**  **1** | **Summer**  **2** | **ELG’S: Children at the expected level of development will** |
| **COEL** | **Playing and exploring**  -Make choices  -find toys that they are familiar with  -Will play alongside other children observing what the other child is doing. | -Explore different resources and materials.  -Are more willing to ‘have a go’ when supported by a familiar adult.  -Respond positively to new experiences that you bring to their attention  - Will invite others to play with them | | -Guide their own thinking and actions by talking to themselves while playing  -Make independent choices  -do things independently that have been previously been taught. | | -Bring their own interests and fascinations into the early years settings.  - Will negotiate during play using talk to resolve disputes  -Confident to find out more. | | * Will investigate to find out more. * Will play co-operatively |
|  | **Active learning**  -Settle into the new routine quickly  -Show goal-directed behaviour  -Begin to correct their mistakes themselves. | -Keep trying when things are difficult.  -Enjoy their own achievements. | | -Use a range of strategies to reach a goal they have set themselves. | | -Can concentrate for longer periods of time when faced with a challenge. | | -Children have good levels of concentration even when challenged.  -Can talk about their achievements |
|  | **Creating and thinking critically**  -Sort materials back into given space.  - If faced with a problem know to seek help. | - Know to ‘try harder, try a different tool or way, ask for help when faced with a problem. | | - Solve real problems e.g. sharing resources.  -Comes up with their own ideas | | -use play to understand another perspective  -Able to focus own attention and begin to ignore distractions | | -Have their own ideas and explore different strategies. |
| COMMUNICATION & LANGUAGE-SJ | **Listening, attention & understanding**  -Listen to and talk about stories to build familiarity and understanding.  -Engage in story times.  -Listen carefully to rhymes and songs  -Understand more complex sentences e.g. *Put your toys away & then sit down on the carpet.* | -Understands who, what, where in simple questions  **-**Understand how to listen carefully and why listening is important.  -Listen carefully to rhymes and songs, paying attention to how they sound.  -Able to follow a story without pictures and props | | ­­-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  -Beginning to understand ‘why’ & ‘how’ questions. | | **-ASK** questions about what they have heard or to clarify.  ­- **Express** their ideas and feelings about experiences with confidence.  - **Listen** to stories within a whole class setting.  -Understand a range of complex sentences including negatives, plurals and tense markers | | **Listening, attention & understanding**  - 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 |
| **Speaking**  -Ask questions to find out more  -Use new vocabulary in different contexts.  -Develop social phrases.  -Talk about their family.  -Speak using simple sentences sometimes using the connective ‘and’. | -Ask questions to find out more  - Articulate their ideas and thoughts in well-formed sentences.  -Use language to imagine and recreate roles and experiences in play situations. | | - Ask questions to find out more and to check they understand what has been said to them?  -Connect one idea or action to another using a range of connectives.  - Use talk to organise, sequence thinking ideas, feelings and events | | - **Converse** with teachers and peers using new vocabulary.  -Use talk to draw conclusions: ‘The sky has gone dark? It must be going to rain’. Explain effect: ‘It fell over because it was too tall.’ Make Predictions: ‘It might not grow in there if it is too dark.’ Speculate: ‘What if the bridge falls down? | | **Speaking** :  - 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 vocabulary from stories, non-fiction, rhymes and poems when appropriate;  - 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. |
| SB-PERSONAL, EMOTIONAL & SOCIAL | **Self-regulation**  -Express how they are feeling.  -Recognise some different feelings.  -Follow 1 step instructions consistently & sometimes two step.  -When upset is able to distract self | -Be able to recognise a variety of feelings, eg, happy, sad, angry, etc.  -Show patience and be able to wait their turn.  -Able to follow a two step instruction consistently. | | -Is able to identify and talk about how you look and feel when you are feeling a particular way and what may make you feel this way.  -Show an understanding of what they can do to help themselves when they are feeling angry, sad, etc. | | - Show UNDERSTANDING of different feelings and how their actions may cause another person to feel a particular way.  -Begin to show an understanding of how they can change how somebody is feeling, eg, apologising, compromising.  -Has a wide emotional vocabulary  -Able to follow a two or more part instruction.  -Sustains attention at an activity of adults choosing. | | **Self-Regulation**:  - 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 show an ability to follow instructions involving several ideas or actions. |
| **Managing self**  -Independently able to choose an activity.  -Able to use the toilet independently and washes hands afterwards and when needed during the school day.  -Show an understanding of right from wrong.  -Put coat on and zip up when started by another person. | -Show independence and confidence to try new activities.  -Manage their own needs – put shoes and socks on.  -Be confident to ask for help if needed.  -Show an understanding of what is right and wrong and why, | | -Show independence, confidence and when approaching challenges and perseverance to complete them.  - Show an understanding of boundaries and behavioural expectations. In new situations | | Show DETERMINATION to complete a goal.  Show independence, confidence, perseverance and RESILIENCE in the face of challenges.  Show CURIOSITY about the world around them.  -Can talk about the Brilliant Expectations and why we have them and how we follow them.  -Show an understanding of ways we can help our bodies and minds to keep healthy.  -Dress and undress independently. | | **Managing Self:**  - 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. |
| **Building relationships**  - Demonstrates friendly behaviour, initiates conversations with others.  -Builds a positive relationship with an adult or peer. | -Plays interactively with other children.  -Begins to build positive relationships with adults and peers within the setting. --Considers the needs of others. | | -Plays and works interactively and co-operatively with others.  -Begins to think about the perspectives of others. | | -Takes steps to resolve conflict with others, can share and take turns.  -Shows EMPATHY towards others and their needs and feelings.  -Understands fairness in relation to themselves and others. | | **Building Relationships**:  - 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. |
| -SJ-PHYSICAL DEVELOPMENT | **Gross motor skills (**  **-Can climb using alternative feet**  **Able to demonstrate fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing**  -Can manage their personal hygiene | **Dance focus.**  -Progress towards a more fluent style of moving, with developing control and grace  - Adjusts speed and direction when running avoiding obstacles.  - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, | | **Apparatus focus**  -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully when climbing | | **Throwing, catching & hitting focus**  **MOVE** energetically and with spatial awareness.  **DEMONSTRATE** strength, balance & co-ordination.  -Under arm to a target  -Over arm for distance. | | **Gross Motor Skills :**  - 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.  - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| NB: These areas will be continuously developed throughout the year as we know our cohort need the support.   * Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. * Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Develop overall body-strength, balance, co-ordination, and agility | | | | | | | |
| **Fine motor skills**  -Can hold a pencil using thumb tuck grasp, static tripod grasp, has a clear dominate hand.  -Can cut making snips  -Can draw a simple representation of themselves.  Can use tools to simple effect e.g paintbrush, glue spreader, cutlery. | -Use scissors confidently to cut simple shapes.  -Shows an understanding of how to use tools safely.  -draw and paint with greater | | - Use scissors to cut complex shapes and thicker materials **-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, knives, forks and spoons.** | | **USE** a range of tools confidently and accurately.  **HOLD** a pencil effectively.  -Can transport objects using a variety of methods e.g. throwing and catching, hitting etc.  -Has a good stamina within fine motor activities. | | **Fine Motor Skills:**  - Hold a pencil effectively in preparation for fluent writing - using the 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 |
| -BF-LITERACY | **Comprehension**  **-**Can talk about some of the key elements of a familiar story e.g. their favourite character.  Can answer a simple question about what is happening in a picture. | -Be able to pick out some of the key elements in the story and have a rough idea of their sequence.  -Be able to answer ‘who’ ‘what’ & ‘where’ questions about a story.  -To recall some key phrases in stories e.g. once upon a time. | | -Sequence key elements of a familiar story correctly.  -Be able to answer ‘why’ and ‘how’ questions about a story.  -Be able to talk about character feelings. *hot seating*  -Use key story language within own play e.g. Happily ever after. | | **RETELL** a story through play.  Re-read own writing to check it makes sense.  -Analyise story points and character actions. | | **Comprehension:**  - 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. |
| **Word reading**  **-**Can recognise their own name.  -Can identify some graphemes and say the phonemes for these – particularly those of significance e.g. letters from key words such as Mum, Dad, their own name. | -Recognise the phase 2 phonemes when shown a flashcard.  -Begin to blend some sounds within cvc words, mostly applying phase 2 sounds.  -Begin to read phase 2 tricky words. | | -Blend sounds into words – applying phase 2 and 3 phonemes.  -Read phase 2 and most of phase 3 tricky words. | | **READ** simple sentences and books containing phase 2/3 sounds and phase 2/3/4 tricky words. | | **Word Reading:**  - 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. |
| **Writing**  **-**Can correctly hold a pencil using the correct tripod grip and has a chosen dominant hand.  -Can mark-make with a purpose. -Can write/mark make from left to right on a page.  -Can use some letters to represent in their writing. | -Begin to form letters which are legible but not necessarily correctly formed.  -Begin to write some vc and cvc words.  -Begin to write some of the phase 2 tricky words. | | -Form lower-case and capital letters mostly correctly.  -Write vc, cvc, cvcc, and common exception words from phase 2 and 3 mostly correctly.  -Write a phrase or sentence in the correct sequence, sometimes using a capital letter, finger space and full stop. | | **WRITE** a simple storywith most letters well formed. To become confident in using capital letters, fingers spaces and a full stop in the right places within sentences. | | **Writing:**  - 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;  - Write simple phrases and sentences that can be read by others |
| BF-MATHEMATICS | **Number**  -Can count up to 5 objects.  -Recognises some numbers up to 10 when written down. | -Recognise numbers to 5 confidently on flashcards and begin to become more confident with numbers to 10 from a larger set.  -Demonstrates good 1 to 1 correspondent counting of up to 10 objects.  -Begin to subitise amounts up to 6.  -Count 2 or more sets of objects (basic addition).  -Begin to represent a number in different ways e.g. objects, drawing dots, begin to write numbers. | | -Confidently identify numbers to 10 on flashcards and beyond.  -Uses 1 to 1 correspondent counting accurately and consistently and will move objects into an arrangement easier to count e.g. a line.  -Subitise up to 6 confidently.  -Represent numbers confidently in different ways including writing the numerical digit. | | **UNDERSTAND** in depth numbers to 10 including number bonds.  **COMPARE** quantities in different contexts.  **USE** a range of manipulatives and representations. | | **Number**:  - Have a deep understanding of number to 10, including the composition of each number;  - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts |
| **Numerical patterns**  **-**Can verbally count to 10 almost consistently correct.  -Knows how old they are and how old they will be on their next birthday.  Can recognise which has more or less.  - | -Can verbally count to 10 consistently.  -Say if a number is bigger or smaller than another number and begin to use key language, one more, one less but not yet consistently.  -Identify and find missing numbers to 10.  -Can share an even amount between themselves and a friend. | | -Confidently verbally count to 10 and beyond.  -Use the language 1 more/1 less correctly.  -Count in 2’s and 10’s.  -Notice patterns of numbers on a 100 square.  -Be able to say when a number is odd or even.  -Identify and find missing numbers up to 20. | | **RECOGNISE** the patterns of the counting system.  -Use number knowledge to solve simple problems. | | **Numerical Patterns:**  - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
|  | **Shape, Space and Measure**  **-**Can recognise some 2D shapes and have an awareness of 3D shapes.  -Can use basic key language such as big, small, , full and empty to describe objects. | -Begin to name some of the common 2D/3D shapes and use some key language to describe them.  -Begin to recognise shapes within the environment.  -Begin to compare objects based on their properties using some basic key language.  -Explore and use manipulatives such as a balance scales, blocks for measuring, jugs for representing full and empty – mostly accurately.  -Recognise 2 colour/2 shape patterns – ABAB | | -To be able to name majority of the 2D/3D shapes and be able to give a brief description of their properties.  -To use shapes in play/learning in the classroom and in the environment.  -To be confident in using key language and resources for measuring, capacity and weighing.  -Recognise and make own version of patterns – ABAB, ABB, ABC, AAB etc. | | **EXPERIENCE** Shape, space & measure in everyday context. | |  |
| UNDERSTANDING THE WORLD- RM | **Past and present**  -Talks about people that are important to them e.g. family  -Can name so people that do important jobs for us e.g. police officer, firefighter, doctor. | -Can explain how people help us in society e.g. firefighters put out fires, doctors help make us well/better.  Can talk about differences and similarities between their present self and past self.  -Talk about significant events in my own experience. | | **-**Can talk about similarities and differences between life in the past and present when reading Traditional Tales as a class.  -Know some historical events in the past. | | **TALK** about similarities and differences between the past and now | | **Past and Present:**  - 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. |
| **People, culture & communities**  -Can describe the school surroundings and some areas in the locality that are of importance to them e.g. Toton park, Attenborough Nature Reserve.  -Can name some other countries perhaps that they have visited or where family live.  -Is able to follow simple directional language e.g. behind, on top, forward, backwards. | -Can describe the festival of Diwali and Christmas and how it is celebrated.  -Know that there are different religions and might name Christians and Hindus/Sikhs.  -Describe their immediate environment (school & Toton) using knowledge from observations, non-fiction texts and maps. | | -Can state some similarities and differences between Chinese New Year and Christmas & New Year in the UK (compare and contrast).  -Explore Christianity and why Easter is celebrated.  - Explore maps of the wider world and understand the difference between physical and human features. | | **APPRECIATE** different religious and cultural communities in their hometown and around the world.  **TALK** about similarities and differences between the past and now. | | **People, Culture and Communities:**  - 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 |
| **The natural world**  -Can name some seasons  -Can name some animals that they know to include pets, insects, animals that they are interested in.  -Explores forces such as sinking and floating and magnetism. | **-**Observes seasonal changes knowing that this has an impact on the weather, animal habits and plants. | | -Notices seasonal changes in plants to include changes during winter and spring.  -Notices similarities and differences between animals.  -Describes the life cycle of plants and talk about how they change & decay. | | **CARE** for animals and plants. Talk about the life cycle of a chick, tadpole and caterpillar. | | **The Natural World :**  - 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. |
| SB-EXPRESSIVE ARTS & DESIGN | **Creating with materials**  -Explore and experiment with a variety of materials and techniques.  **-**Explore what happens when they mix colours.  -Create representations of people, objects and events.  -Create sharing ideas, resources and skills. | **-**Explore and experiment with a variety of materials and techniques to express their ideas and feelings.  **-**Develop skills, knowledge and confidence of different materials, effects and techniques.  -Choose colours for a particular purpose.  -Work co-operatively with others to create. | | **-**Explore, use and refine a variety of artistic effects to express their ideas and feelings.  -Explore and sometimes combine different materials and media to create different effects and textures.  -Demonstrating the ability to revisit previous learning and build on their knowledge and understanding. | | **EXPLORE** using a variety of materials, techniques or instruments.  -Become more confident and skilled, using materials, tools and techniques competently, appropriately and safely.  **CREATE** with a purpose in mind, selecting resources, adapting their design and evaluating the process.  -Share their creations and talk about what they have done and why.  -Work cooperatively with others, sharing ideas, resources and skills.  -Use self-made props during imaginative play. | | **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 use of props and materials when role playing characters in narratives and stories. |
| **Being imaginative and expressive**  **-**Listen to, move to and talk about music.  -Sing in a group or on their own.  -Introduce a storyline to their play.  -Explore and engage in music making and dance, performing solo or in groups. | -Explores the different sounds of instruments and participates in music making and dance.  -Listen to music and talk about what it makes them think about and how it makes them feel.  -Watch and talk about performances  -Sings songs.  -Develop a narrative to their imaginative play. | | -Explore and engage in music making and dance.  -Listen to and move to music, demonstrating the ability to express their feelings and responses.  -Express feelings and opinions about music, dance and songs. | | **PERFORM** a story, song, poem or rhyme to an audience  **CREATE** with a purpose and evaluate the process.  -Explore and engage in music making and dance, performing solo or in groups.  -Plays co-operatively as a group to act out a narrative. | | **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, poems and stories with others, and – when appropriate – try to move in time with music**.** |