



FS2 Long term Curriculum Overview

Our Foundation Stage practice follows a ‘Planning in the Moment’ approach and is rooted in the holistic development and well-being of our children. We provide a wealth of opportunities and concrete experiences which enable them to engage fully; harnessing intrinsic motivation and their natural curiosity and desire to learn. Our children learn to exercise choice, express ideas, reflect on experience and information, share thoughts, make decisions, explore and discover – on a daily basis! Our free-flow outdoor and indoor environment is carefully planned, resourced and adapted to support this, providing opportunities for children to develop to their unique potential: physically, intellectually, emotionally and socially. Through a rich and stimulating environment and high-quality adult interactions, we look for ‘teachable moments’, sparked by the children’s fascination and building on existing knowledge, whilst inspiring them to go deeper. Our possible themes are deliberately fluid, to enable us the space to follow the children’s interests and enthusiasms. We consider this an organic document, designed to be flexible enough to meet the needs of our children and to capture their imaginations, thereby giving them the best possible start to their school journey and igniting a life-long passion for learning.

Autumn Term	Spring Term	Summer Term
<p>Possible themes - Ourselves and Our families</p> <p>Enrichment: Harvest, Halloween, Bonfire Night, Remembrance Day, Diwali, Nursery Rhyme Week, Christmas</p> <p>Possible Texts:</p> 	<p>Possible themes – Our Local Community</p> <p>Enrichment: Chinese New Year, Valentine’s Day, Pancake Day, Comic Relief, World Book Day, Mother’s and Other’s Day, Easter</p> <p>Possible Texts:</p> 	<p>Possible themes – Our World</p> <p>Enrichment: Sports Day, Father’s Day, Oral Hygiene Day Library Visit, End of year trip, Beach Day</p> <p>Possible Texts:</p> 

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</p>	<p>Throughout the year, we will learn to:</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story-times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Some of the ways we will learn:</p> <p>Drawing Club Group discussion Show and Tell Sharing stories at home and school: fiction, non-fiction and poetry Discovery Time Poetry Basket Helicopter Stories Learning rhymes and songs</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p>Throughout the year, we will learn to:</p> <p>See ourselves as a valuable individual. Build constructive and respectful relationships. Express our feelings and consider those of others. Show resilience and perseverance in the face of challenge. Identify and moderate our own feelings socially and emotionally. Think about the perspectives of others. Manage our own needs. Know and talk about the different factors that support our overall health and wellbeing.</p>	<p>Some of the ways we will learn:</p> <p>PSHE Sessions, Peace Circles, Assemblies, P.E, Discovery Time, OPAL play times, cooking, local visits, 'Oral hygiene Day'</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Development</p>	<p>Throughout the year, we will learn to:</p> <p>Revise and refine the fundamental movement skills we have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Develop small motor skills so that we can use a range of tools competently, safely and confidently.</p> <p>Use our core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills we need to manage the school day successfully e.g. lining up and mealtimes.</p>	<p>Some of the ways we will learn:</p> <p>Gross-motor control: Use wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.</p> <p>Fine-motor control: thread and sew, woodwork, pour, stir, dance with scarves, use spray bottles, dress and undress dolls, plant and care for plants, play with small-world toys, and make models with junk materials, construction kits and malleable materials like clay.</p>
---	--	---

Literacy	<p>We will learn to:</p> <p><u>ELS Phonics (Phase 2):</u> Practise oral blending Sound out and blend with 23 new grapheme-phoneme correspondences (GPCs) Learn 12 new harder to read and spell (HRS) words</p> <p><u>Drawing Club - Mark-making, Maths and Making Conversation</u> Write some letters accurately Write their names</p> <p><u>Reading/Story Snuggle</u> Share a wide variety of traditional tales, picture books, poems and non-fiction texts. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>We will learn to:</p> <p><u>ELS Phonics (Phase 3)</u> Practise oral blending Sound out and blend with 29 new GPCs Learn 32 new HRS words Revise Phase 2</p> <p><u>Drawing Club - Mark-making, Maths and Making Conversation</u> Begin to form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><u>Reading/Story Snuggle</u> Share a wide variety of traditional tales, picture books, poems and non-fiction texts. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>We will learn to:</p> <p><u>ELS Phonics (Phase 4&5)</u> Practise oral blending Read and write word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Begin to learn and use suffixes Revise Phase 2 and Phase 3 Be introduced to Phase 5 for reading Learn 20 new GPCs Learn 16 new HRS words</p> <p><u>Drawing Club - Mark-making, Maths and Making Conversation</u> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><u>Reading/Story Snuggle</u> Share a wide variety of traditional tales, picture books, poems and non-fiction texts. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>
-----------------	--	--	---

Mathematical Development	<p>Over the year, we will learn to:</p> <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Compare numbers. Understand 'one more than/one less than'. Explore the composition of numbers to 10. Select, rotate and manipulate shapes Continue, copy and create repeating patterns. Automatically recall number bonds for numbers 0–5 and some to 10. Compose and decompose shapes. Compare length, weight and capacity.</p>	<p>Some of the ways we will learn:</p> <p>Explore pattern in movement, environment and number. Self-registration using ten-frames. Using manipulatives to explore mathematical concepts. Share 'One more than/less than' stories. Count and share in practical contexts e.g. Snack time, self-registration. Explore shape in the environment. Sand-play, water-play: measuring, pouring. Use a balance scale to compare everyday items e.g. snack. Play number bond matching games.</p>
---------------------------------	---	--

Understanding of the World	<p>Over the year, we will learn to:</p> <p>Talk about members of our immediate family and community. Name and describe people who are familiar to us. Explore the natural world around us. Describe what we see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of our community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Some of the ways we will learn:</p> <p>Discuss families and share photos. Make comparisons. Share stories and non-fiction texts. Navigate around the school grounds and local area. Explore different occupations: visit from the fire brigade/police. Share experiences of festivals and religious practices/traditions. Draw information from a map and create maps. Place events in chronological order. Explore modes of transport and use positional language. Practice recycling and ways to protect our environment. Observe and explore seasonal change Explore how our bodies work. Think about habitats and animals. Explore materials: floating, sinking, magnetic. Observational drawing.</p>
-----------------------------------	--	---

Expressive Arts and Design	<p>Over the year, we will learn to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Explore and engage in dance and music. Using mark making to represent ideas. (Paint, chalk, and other mark making tools).</p>	<p>Some of the ways we will learn:</p> <p>Painting Junk modelling Sensory play Design Collage Cutting Role-play Performance Singing Explore musical instruments Dancing</p>
-----------------------------------	--	--