



## Foundation Stage 2

## Long term Topic Overview

**By the end of 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: See ELG for more details.
<b>Communication and Language:</b> Listening and attention; Understanding; Speaking	Understanding rules and routines. Children talk about their immediate Family. Children name their favourite Animals and can name body parts and animal habitats. News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.	Children talk about Family celebrations. They listen to others and can say which celebrations are the same or different to theirs. News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.	Story telling: Children listen to stories and can answer questions and talk about what they have read. Strangers: link to Goldilocks News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.	Understanding and describing life cycles. News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.	Children listen to stories from and about Special people. Children recall events and can talk about roles of People who help us. News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.	Recalling stories. Discussing Changes/growth/moving on: favourite learning, favourite stories. Class assembly speaking to an audience. News time: children use sentences to talk about events. Children listen to each other and ask questions to further their understanding.	<b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b> <b>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b> <b>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b> <b>They develop their own narratives and explanations by connecting ideas or events.</b>
<b>Physical Development:</b> Moving and handling; Health and self care	Cutting gingerbread: scissors and baking and playdough tools Pencils and pens for writing. Using paint brushes.	Firework pastels and 3D creations. Cutting shape pictures for 2020 calendars. Cutting snowflakes. Autumn stimulus for threading and tweezers.	Cutting characters and split pin characters. Finger gym- weekly activities	Fruit kebabs: using kitchen tools to cut fruits Tweezers- caterpillar designs	Vegetable superheroes: cutting and joining small parts for supertato. Creating own felt vegetable superhero	Cutting and joining with tools to make junk model vehicles.	<b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b>
	Changing into P.E kit Games. Bikes scooters and sending and aiming. Large loose parts and construction	Apparatus – gymnastics, balance, control. Bikes scooters Skipping and ribbons. Large loose parts and construction	Large balls, developing skills, catching, kicking, throwing Bikes scooters Large loose parts and construction	Team games, rules, parachute- working together. Bikes scooters. Large loose parts and construction	Dance- moving in tune to music, Bikes scooters. Large loose parts and construction	Bats and balls- agility, hand eye co-ordination. Bikes scooters. Large loose parts and construction	
	Handwashing, teeth, my body, hygiene routines for toileting and baking.	Importance of physical exercise	Porridge making: healthy eating, hygiene routines.	Healthy eating. Types of plants- plants for eating	cleaning teeth.	Healthy eating and healthy choices.	



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<p><b>Personal, social and emotional development:</b></p> <p>Self confidence and self awareness; managing feelings and behaviour; making relationships.</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.</p> <p>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>SEAL- Belonging Opinions theme</p>	<p>SEAL- Changes Setting goals theme</p> <p>Confidence in performing in Class assembly</p>	<p><b>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b></p> <p><b>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p><b>Literacy:</b> Reading and writing.</p>	<p>Stimulus: Gingerbreadman, 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.</p> <p>Using repeated refrains as stimulus for writing sentences. Guided reading: skills of early reading.</p>	<p>3 Little pigs Goldilocks RRH</p> <p>Guided reading: skills of early reading.</p>	<p>Hungry caterpillar Dear Zoo Handa's Surprise Gruffalo</p> <p>Guided reading: skills of early reading.</p>	<p>Fire fighters non fiction Supertato Superworm.</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><b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p>
<p>Phonics</p>	<p>Phase 2 phonics play planning</p>	<p>Phase 2 Consolidation and reinforcing blending and segmenting</p>	<p>Phase 2/3 Phonics play planning</p>	<p>Phase 3 Consolidation and reinforcing blending and segmenting</p>	<p>Phase 3 ,4 Phonics play planning</p>	<p>Phase 4 Phonics play planning Consolidation of earlier phases</p>	
<p><b>Mathematics:</b></p> <p>Number; Shape, space and</p>	<p>Number: matching quantity to numeral 1:1 correspondence Ordering</p>	<p>Finding 1 more and 1 less Ordering teen numbers 1:1 correspondence</p>	<p>Finding a total Practical addition and subtraction One more one less</p>	<p>0-20 place numbers in order One more one less Add and subtract 2</p>	<p>Mastering ordering, counting and recognising 0-20 Mastering addition</p>	<p>Continue problem solving using doubling, halving and sharing Comparing objects and</p>	<p><b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They</b></p>



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measures.	2D Shape recognition Measure- size, comparison	Measure- length, weight 2D and 3D Shape recognition	Ordering length height weight Language of position and direction	single digit numbers, counting on and back to find the answer	through many ways Place value Begin problem solving using doubling, halving and sharing	quantities to solve problems Handling money confidently Time Estimating	<b>solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b>
<b>Understanding the world:</b> People and communities.	Talking about significant events, family members, Diwali, special times etc News time special events.	Harvest, Bonfire night, Christmas, Family celebrations News time special events.	Similarities and differences between friends/food/toys etc Chinese New year. News time special events.	News time special events.	People who help us- police, ambulance, teachers, crossing, coastguard, zoo keepers, builders, News time special events.	family holidays. News time special events.	<b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b>
<b>Understanding the world:</b> The world	Planting spring bulbs and winter plants. Caring for indoor plants. Sound pots and using senses. Feely bags Change of state: cooking.	Ice and water. Freezing Changing environment: Autumn and winter signs. Caring for indoor plants.	Seasonal changes. Signs of spring. Caring for indoor plants.	Minibeasts Live Caterpillars Investigate plants- planting own beans, other veg Observing spring plants growing	Planting seeds recycling. Book: Michael Recycle.	Floating and sinking snails. Plastics: recycling and sea creature threat. Book: Adventures of a plastic bottle.	<b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b>
<b>Understanding the world:</b> Technology	Ipads Remote control cars Battery operated toys IWB	Laptops Phonics play Bug club IWB	Beebots Technological toys IWB	Laptops with mouse Software- Microsoft word IWB	Ipads- number, phonics apps IWB	Algorithms Beebots IWB	<b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b>
<b>Expressive arts and design-</b> Exploring and using media and materials  Creative area	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.	Life cycle mobiles Minibeast life cycles Jumping frogs Caterpillar hand printing	Making moving vehicles: emergency vehicle Creating own vegetable superheroes	Paintings of self for new teacher Sea creatures clay fish Costume making. making lighthouses.	<b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>
<b>Expressive arts and design-</b> Exploring and using media and materials Music	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.	



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Expressive arts and design- Being Imaginative- Dance	Animal movements	Dance-penguin small Seasonal song movements.	Go noodle Songs related to topic: out of the ark.	Minibeast movements	Life cycle dancing	Water, rain movements	<b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b>
Expressive arts and design- Being Imaginative- Role play	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.	Minibeast garden Fruit and veg shop Garden centre	Pharmacy and medical centre.	Icecream stall: money and beach equipment.	
Expressive arts and design- Being Imaginative- Small world	House and furniture.	Little red hen scene: farm and character setting.	Castles, Disney, princesses jack and the beanstalk farm and castle.	Gruffalo scene.	Construction site, doctors, police station, Batman, spiderman, xmen, fantastic 4, superman	Pirates, Castles and princesses and knights,	
Trip/Visitors	Diwali- Kinder visit for dancing and music		Library Van	Animals visit	Visitors from the local area: firefighter, GP, nurse, Teddy bear hospital		