

	Foundation Stage 2 Long Term Overview					
Theme	Who am I?		Would you rather?		Isn't it amazing?	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential topics to cover	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Farmyards Ourselves Celebrations, parties Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		Comparing locations Polar regions The rainforest/jungle Under the sea Space Now and then St. Piran's Day Easter Life cycles Transportation Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Human body, senses Keeping fit and healthy Animals and minibeasts Food Recycling, looking after the world Seasonal changes – Spring/Summer	
Experiences /visits	Harvest Festival	Farm and Country visit Post office visit	Space Dome	Woodlands		Sea side
Linked texts (not an exclusive list)	The colour monster Elmer Leaf man The dot We are all different Bad apple The red beast	Where the wild things are Bringing the rain to Kapiti Plain Bear in a square Peace at last It's my birthday Kipper's birthday The Christmas story. The jolly Postman	Look up The magic paintbrush Lost and found Room on the broom None the number Who sank the boat?	Supper Milly The extraordinary gardener Supertato The Easter Story The Good Samaritan Because of an Acorn	My shadow is pink The very hungry caterpillar Van Gough's sunflowers Jasper's beanstalk Sam plants a sunflower No difference between us.	Oi frog The three little pigs Only one of you The bear under the stairs The lion inside

Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, circle time, PSHE sessions, listening Lola, beat baby sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	<p>Speech clarity. Engaging in story time Developing some social phrases Understand how to be a listener. Ask questions to clarify understanding. Discuss familiar or personal events.</p>	<p>Speech clarity. Engaging in story time Developing some social phrases Understand how to be a listener. Ask questions to clarify understanding. Discuss familiar or personal events</p>	<p>Speech clarity. Articulate ideas with clear sentences. Describe events in some detail Use talk to solve conflict and organise events Engage in non fiction books including using new vocabulary</p>	<p>Speech clarity. Articulate ideas with clear sentences. Describe events in some detail Use talk to solve conflict and organise events Engage in non fiction books including using new vocabulary</p>	<p>Speech clarity. Use of full sentences Use of past and present tense Detail in their explanations of events, creations or discussions. Retell a familiar story with expression, using correct vocabulary Use new vocabulary in different context Use a range of connectives when speaking in sentences.</p>	<p>Speech clarity. Use of full sentences Use of past and present tense Detail in their explanations of events, creations or discussions. Retell a familiar story with expression, using correct vocabulary Use new vocabulary in different context Use a range of connectives when speaking in sentences.</p>
Physical Development	<p>Gross Motor: Striver: Fun fit Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a</p>	<p>Gross Motor: Striver: Gymnastics Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good</p>	<p>Gross Motor: Striver: Throwing and Catching Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging</p>	<p>Gross Motor: Striver: Dance Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Revise and refine the</p>	<p>Gross Motor: Striver: Agility, co-ordination Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Combine different movements with ease and fluency. Revise and refine the fundamental</p>	<p>Gross Motor: Striver: Athletics Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Combine different movements with ease and fluency. Revise and refine the fundamental movement skills they have already</p>

<p>safe pedestrian Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>sleep routine, being a safe pedestrian Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>in activities that involve a ball. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>
<p>Fine Motor: Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop the foundations of a handwriting style (introduction) 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,</p>	<p>Fine Motor: Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop the foundations of a handwriting style (introduction) 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,</p>	<p>Fine Motor: 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.</p>	<p>Fine Motor: 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.</p>	<p>Fine Motor: Develop the foundations of a handwriting style which is fast, accurate and efficient 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.</p>	<p>Fine Motor: Develop the foundations of a handwriting style which is fast, accurate and efficient 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.</p>

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Personal, social and emotional development	<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait 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.</p> <ul style="list-style-type: none"> Controlling own feeling and behaviours. <ul style="list-style-type: none"> Able to concentrate on a task Applying personalised strategies to return to a state of calm. <ul style="list-style-type: none"> Able to ignore distractions. Thinking before acting. Behaving in ways that are socially acceptable. <ul style="list-style-type: none"> The ability to persist and persevere. 					
	<p>Managing Self: See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.</p>	<p>Managing Self: Getting on and falling out. How to deal with anger Emotions. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it</p>	<p>Managing Self: Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others.</p>	<p>Managing Self: What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Looking after the planet</p>	<p>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>
<p>Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the Reception year. This enables the</p>						

children to understand turn taking and working cooperatively						
PHSE Scarf	Me and my relationships All about me Who can help me? My feelings	Valuing Difference I'm special, you're special. Same and different I am a friend	Keeping Safe People who help me keep safe. Safe indoor and outdoors Keeping safe online	Rights and Respect Looking after my friends Being helpful at home Caring for our world	Being my Best Yes, I can! Healthy eating Healthy mind	Growing and changing Life stages Getting bigger Me and my body.
Literacy – Writing	Daily letter formation teaching linked to the letter sound being taught through RWI phonics. Squiggle me to a writer programme continuation from FS1. Use of schools handwriting scheme – letter join, focus on pre writing shapes and patterns. Securing GPC of all single sounds. Strong oral blending focus to enable independent spelling in Autumn 2	<ul style="list-style-type: none"> Oral re-telling Labels Captions Simple explanations Initial sound writing CVC word writing <p>First text – Where the wild things are. Second text – Bringing the rain to Kapiti Plain.</p>	<ul style="list-style-type: none"> Oral retelling Signs and labels Thought bubbles flyers letters CVC word spelling CVCC word spelling <p>First text – Look up. Second text – The magic paintbrush</p>	<ul style="list-style-type: none"> Story retelling Labels Song Lyrics Instructions Letters CVCC word spelling Multisyllabic word spelling Common exception word spelling <p>First text – Super Milly and the super school day. Second text – The Extraordinary Gardener</p>	<ul style="list-style-type: none"> Innovating spoken rhyme Questions lists instructions Leaflets Re write familiar sentences. CVCC word spelling Multisyllabic word spelling Common exception word spelling <p>First text – My shadow is pink Second text – The very hungry caterpillar (Not literacy tree scheme)</p>	<ul style="list-style-type: none"> Rhyming Flip books Questions Writing a narrative CVCC word spelling Multisyllabic word spelling Common exception word spelling <p>First text – The three little pigs (Not literacy tree scheme) Second text – Oi frog</p>
Literacy – Word Reading	Linking sounds to letters.	Begin to read words by sound blending.	Introducing Set 2+ + digraphs.	Begin to read simple sentences.	Read and understand simple sentences.	Reading and understanding sentences

	<p>Phonic Sounds: RWI Set 1 whole class.</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties.</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'ay' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'play', 'night'.</p>	<p>Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>with fluency including some common exception words.</p> <p>Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. 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</p>
Literacy – Reading Comprehension	Talk through Stories: Elmer Farmer Duck Lost and Found	Talk through Stories: Room on the Broom Stickman	Talk through Stories: Can't you sleep little bear?	Talk through Stories: TBC	Talk through Stories: TBC	Talk through Stories: TBC
Mathematics	Match, sort and compare Talk about measure and pattern	It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6 , 7, 8	Length, height and time Building 9 and 10 Exploring 3D shapes	To 20 and beyond How many now Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections Consolidate.
<p>Maths curriculum follows the White Rose teaching schemes and assessment linked with Numicon "firm foundations" to implement apparatus into the maths learning. Daily fluency lessons.</p> <p>Maths lessons focus on the 4 C's of maths. Counting, Cardinality, Comparison, Composition.</p>						

Religious Education	Harvest celebrations Agreed Syllabus F5: What places are special and why?		Salvation F3: Why is Easter special to Christians? Global Objective: Easter for Christians around the world		Creation F1: Why is the word “God” so important to Christians?	
Understanding the world (History)	Past and Present – Who am I? Who is in my family?	Past and Present – Roles of different people in the community. Focus job – postman – how has this role changes over time. How was Christmas celebrated in the past to now?	Past and Present – Explore astronauts, and how they have changed from the first to now. Clothes, equipment, training. Extinct animals – dinosaurs.	Past and Present – Farming and how it has changed over the years.	Past and Present – Kings and Queen, monarchy, and royalty.	Past and Present – Holidays. How have holidays changed over time? Post cards, air travel.
Understanding the world (Geography)	People, Culture and Community – Where do I live? Describe my house. Compare my home to others around the world.	People, Culture and Community – How communities celebrate different festivals. Halloween, Christmas, Diwali, Bonfire Night and Remembrance day.	People, Culture and Community – Space and planets (PLAN EYFS Scheme) Sound and light (PLAN EYFS Scheme) The environment needed for dinosaurs to live.	People, Culture and Community – Where does our food come from? Maps of the world, tracking our food. What does it take to grow our own food? Who is responsible for growing our food? Fairtrade investigation.	People, Culture and Community – Draw on information from maps to compare the city to the country (London vs Launceston) What features do Cities have around the world?	People, Culture and Community – What items do I need to take with me? Compare jungle, desert, mountain, seaside. Where would you go on holiday?
Understanding the world (Science)	The Natural World Season – Investigate Autumn and the changes that occur to the environment. How do different animals live in Autumn? Nocturnal animals – making sense of habitats. Which animals are nocturnal? Changes of matter – ice, water, steam.		The Natural World Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Exploring light and dark. How can we see in the dark? Seasons – Winter and Spring – differences and changes over time – weather, animals and plants.		The Natural World Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Seasons – Spring and Summer – differences and changes over time – weather, animals and plants.	

Expressive Arts and Design	Creating with materials: DT: Clay models	Creating with materials: Art: Drawing	Creating with materials: Art: Painting	Creating with materials: DT: Fruit Kababs	Creating with materials: DT: Weaving in nature	Creating with materials: Art: Printing
	Being imaginative and expressive: Singing songs and learning some familiar songs – Harvest songs Music: Charanga unit: Me!	Being imaginative and expressive: Singing songs and learning some familiar songs – Christmas songs Computing: I can sort	Being imaginative and expressive: Singing songs and learning some familiar songs – Collective Worship songs Computing: I Pattern	Being imaginative and expressive: Singing songs and learning some familiar songs – Easter songs Music: Charanga unit: Our World	Being imaginative and expressive: Singing songs and learning some familiar songs – Collective Worship songs Music: Charanga unit: Big Bear funk	Being imaginative and expressive: Singing songs and learning some familiar songs – Collective Worship songs Computing: I Guess beasts
Computing	Unit 1		Unit 2		Unit 3	
Metacognition	Reflectiveness: Traffic lights of learning	Resilience: The Koala who could	Cooperation: Odd one out	Curiosity: You Choose	Resilience: I can do it!	Combining our learning powers: Maths challenges requiring group support.
Assessment	RBA EEF counting collections RWI on entry assessment for grouping (completed by ½ term) White rose end of unit assessments Baseline data drop on Itrack	RWI end of half term assessment White rose end of unit assessments	RWI end of half term assessment White rose end of unit assessments data drop on Itrack	RWI end of half term assessment White rose end of unit assessments data drop on Itrack	RWI end of half term assessment White rose end of unit assessments	RWI end of half term assessment White rose end of unit assessments data drop on Itrack and to county by end of June