



Foundation Stage two -Long term overview

CURRIULUM OVERVIEW

ANNA ROWE

| FS2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Possible mini themes <i>(these can change and will be adapted to meet the cohorts main interests)</i> | Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Farnyards 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 | |
| Key stories and books <i>(Not an exhaustive list)</i> | Goldilocks and the Three Bears Simon Sock The Colour Monster Happy Birthday Winnie Elmer I like playtimes Supertato All Are Welcome We are all different Eight Candles to Light The Nativity Story Robin's Winter Song Peepo Peace at last | | Would You Rather? The Snow Queen The gruffalo Cave Baby Hector and the Big Bad Knight Around the World with Max and Lemon Lost and Found Beautiful Bananas Shark in the Dark Robin's Winter Song The Fish who Could Wish A Street Through Time You Choose | | Jack and the Beanstalk Winnie's Amazing Pumpkin Little Red Riding Hood The Biggest Bed in the World Supertato – Run Veggies Run Chicken Licken Monkey Puzzle The Giant Jam Sandwich Superbat The Tiny Seed George and Flora's Secret Garden George Saves the World by Lunchtime The princess and the pea Rosies walk | |

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| Rhymes and songs | One finger, one thumb Head, shoulders, knees and toes Rockabye baby Hush little baby Here we go around the mulberry bush Oats and beans and barley grow | | I'm a little tea pot Old Macdonald The wheels on the bus | | 5 little ducks Oats and beans and barley grow Humpty dumpty The king is in his counting house Incy Wincy Spider | |
| Focused Learning power (Collective Worship) | Thankfulness | Justice | Responsibility | Resilience | Accepting | |
| Capabilities focus (metacognition focus) | Reflectiveness | Resilience | Co-operation | Curiosity | Resilience | Co-operation |
| Potential experiences | Autumn Walk Trip to Library Trip to a supermarket Harvest Festival Bread making Bonfire Night – toasted marshmallows Fire service visit Remembrance Day Diwali/Hanukkah Advent/Decorating Day Nativity performance Children in Need Anti-Bullying Week Curiosity Cube | | Ramadan/Eid-al-Fitr Balance-ability Winter Walk Chinese New Year Internet Safety Day Police visit / speed watch World Book Day St. Piran's Day Mothering Sunday Trip to Charlie Bears Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter nest cakes Curiosity Cube | | Planting sunflower seeds Planting beans in jars Trip to Lost Gardens of Heligan/Eden Project Dentist/dental nurse visit Fruit kebabs Food tasting Animal visits Beach trip Sports Day Forest school Trip to Launceston Castle Curiosity Cube | |

| Communication and Language | | | | | | |
|----------------------------------|--|----------|--|----------|--|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | Communication and Language is a fundamental core skill. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk. At the planning stage new and ambitious vocabulary linked to a key text is identified and displayed within the environment in the form of words and sentences acting as visual prompts for adults and children. Adults have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment modelling the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation. | | | | | |
| Skills | <ul style="list-style-type: none"> • Listen • Take turns • Gesture • Follow instructions • Respond • Articulate • Vocalise • Imitate • Repeat • Retrieve • Sustain attention • Ask questions • Explain • Describe • Narrate • Sequence • Offer an opinion • Share ideas • Remember • Process information • Predict • Retell • Connect ideas • Take turns • Discuss | | | | | |
| Impact | <p>By the end of Foundation Stage I can</p> <p style="text-align: center;"> Give reasons Speak in full sentences Participate in discussions Take turns in conversation Describe and explain Use tenses and conjunctions in my talk Use different parts of speech in my talk Express opinions, feelings and ideas Ask questions Retell in sequence </p> | | | | | |
| Term specific provision | <u>Notice and Focus –</u> Speech clarity. Engaging in story time Developing some social phrases Understand how to be a listener. | | <u>Notice and Focus –</u> Speech clarity. Articulate ideas with clear sentences. Describe events in some detail Use talk to solve conflict and organise events. | | <u>Notice and Focus –</u> Speech clarity. Use of full sentences Use of past and present tense Detail in their explanations of events, creations or discussions. | |

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| | Ask questions to clarify understanding. Discuss familiar or personal events. | Engage in non fiction books including using new vocabulary | Retell a familiar story with expression, using correct vocabulary Use new vocabulary in different context Use a range of connectives when speaking in sentences. |
| Ongoing provision throughout the year | <i>Wellcomms</i> | Develop age appropriate communication skills, learning and practice new vocabulary and develop understanding of language. | |
| | <i>Neli Circle Time</i> | Develop social phrases and the skills to take part in two way conversation. Learning new vocabulary and exploring new concepts through the curiosity cubes. | |
| | <i>Story and song time</i> | Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs | |
| | <i>Outdoor learning</i> | Learn new vocabulary, develop social skills, explore and experience the natural environment. | |

| Personal, social and emotional development | | | | | | |
|---|---|-----------------|--------------------------|-----------------|--------------------------|-----------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | <p>Personal, Social and Emotional Development is highly valued and underpinned by British and our Christian values. Children's emotional well being thrives when they have positive and strong relationships with adults and other children. On entry quality time is spent establishing clear structures, routines and boundaries. The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults. The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices.</p> <p>Adults understand how to create a nurturing climate and ethos by:</p> <ul style="list-style-type: none"> • Providing good role models of how a good Christian citizen should behave • Demonstrating how to be a good friend. • Showing respect and fairness and are consistent in their approach • Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families. | | | | | |
| Skills | <ul style="list-style-type: none"> • Negotiate • Compromise • Mediate • Solve problems • Dress and undress • Be flexible • Accept and give compliments • Develop a positive attitude • Manage behaviour • Take turns • Share • Imitate • Communicate • Listen to others • Observe • Ask questions • Express opinions • Follow rules • Express emotions • Make choices and decisions | | | | | |
| Impact | <p>By the end of Foundation Stage I can..</p> <p style="text-align: center;"> Make positive relationships Dress and undress Persevere Manage risk and keep myself safe Compromise and negotiate to resolve conflict Share and take turns Manage my own personal hygiene Wait for my turn Focus my attention Follow rules and manage my own behaviour Express and talk about my emotions Follow instruction </p> | | | | | |

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| Term specific provision | See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs | Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others | Express their feelings and consider the feelings of others Think about the perspectives of others |
| Ongoing provision throughout the year | <i>Wellcomms</i> | Develop age appropriate communication skills, learning and practice new vocabulary and develop understanding of language. | |
| | <i>Neli Circle Time</i> | Develop social phrases and the skills to take part in two way conversation. Learning new vocabulary and exploring new concepts through the curiosity cubes. | |
| | <i>Story and song time</i> | Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs | |
| | <i>Daily routines</i> | Self registration, selecting fruit, hanging up your own coat, lunch time, play time, end of day, collective worships, RWI silent signals. | |
| | <i>Outdoor learning</i> | Learn new vocabulary, develop social skills, explore and experience the natural environment. | |

| Physical development | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | In the foundation stage we nurture children's physical development by building children's strength, stamina, balance, co-ordination and dexterity. Developing a range of large and small movements which they can control. Improving and refining children's control and manipulation of a variety of tools. Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces. Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe. Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. | | | | | |
| Skills | <ul style="list-style-type: none"> • Balance • Throw and catch • Lift and carry heavy objects • Cross the midline • Hop and skip • Negotiate space • Run and jump • Make alternating movements • Roll • Turn • Use a pincer grip • Form a tripod grip • Make decisions • Take risks • Make healthy choices • Spin • Climb • Make anti-clockwise movements • Re-trace vertical lines • Make symmetrical movements • Co-ordinate two sides of the body • Isolate my fingers | | | | | |
| Impact | <p>By the end of Foundation Stage I can...</p> <p style="text-align: center;"> Control a variety of tools Move in a variety of ways Demonstrate upper body strength Use a tripod grip Negotiate space and obstacles safely Throw, catch and kick a ball Co-ordinate both sides of my body to do different things at the same time Draw with accuracy Balance using my core stability </p> | | | | | |
| Term specific provision | 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) | 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 fundamental movement skills they have already | | | 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 Develop the foundations of a handwriting style which is fast, accurate and efficient | |

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| | <p>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 safe pedestrian</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>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>acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>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>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>Ongoing provision throughout the year</p> | <p>Funfit</p> | <p>Targeted PE plans to focus on gross motor development.</p> | |
| | <p>Outdoor learning</p> | <p>Providing sensory exploration experiences to develop gross motor skills such as strength and co-ordination through den building etc.</p> | |
| | <p>Lunch times</p> | <p>Using a knife and fork for eating. Collecting food from the lunch hatch and carrying own tray.</p> | |
| | <p>Movement and mindfulness</p> | <p>Developing core strength and spatial awareness through targeted teaching.</p> | |
| | <p>Fine motor activities</p> | <p>Repeated and varied activities through puzzles, crafts, pegs and small tools.</p> | |

| Literacy: Reading | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information. Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, Story and Rhyme Time and listening to children read. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on. New and ambitious vocabulary we want children to read is identified and displayed in the environment in the form of words and sentences. To help children make connections across their learning each area of the provision is also equipped with relevant fiction and non-fiction texts for children to reference knowledge and stimulate ideas. Adults have a sound knowledge and deep understanding of reading development. They recognise the strong links between reading and phonics and how these life long skills enable children to develop knowledge in other subjects. | | | | | |
| Skills | <ul style="list-style-type: none"> • Listen • Memorise • Repeat • Copy • Remember • Concentrate • Imagine • Join in • Retell • Discuss • Form opinions • Predict • Connect ideas • Decode • Discriminate • Recognise words • Use intonation • Sequence • Anticipate • Segment and blend • Ask questions • Respond | | | | | |
| Impact | <p>By the end of Foundation Stage I can...</p> <p style="text-align: center;">Make a link between graphemes and phonemes</p> <p style="text-align: center;">Read some common regular and irregular words with some fluency</p> <p style="text-align: center;">Understand what I have read</p> <p style="text-align: center;">Retell stories I have heard</p> <p style="text-align: center;">Use vocabulary from books in my talk and writing</p> <p style="text-align: center;">Read from left to right and top to bottom</p> <p style="text-align: center;">Segment and blend</p> <p style="text-align: center;">Talk about what I have read</p> <p style="text-align: center;">Predict what might happen in a story</p> | | | | | |
| Term specific provision | Read individual letters by saying the sounds for them. Form lower-case correctly for the letters in their names. (start teaching alongside sound) | Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. | | | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known letter-sound correspondences | |

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| | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences RWI set 1 sounds – ditty and red books | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment RWI set 1 and beginning 6 sounds of set 2 for reading and spelling. Red and Green books | using a capital letter and full stop. Re-read what they have written to check that it makes sense RWI set 2 sounds for reading and spelling. Green and purple books. |
| Ongoing provision throughout the year | <i>Wellcomms</i> | Develop age appropriate communication skills, learning and practice new vocabulary and develop understanding of language. | |
| | <i>Neli Circle Time</i> | Develop social phrases and the skills to take part in two way conversation. Learning new vocabulary and exploring new concepts through the curiosity cubes. | |
| | <i>Story and song time</i> | Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs | |
| | <i>Letter Join</i> | Learn new vocabulary related to handwriting. Practice efficient handwriting style. | |
| | Read Write Inc | Structured and timetabled RWI groups, regularly assessed and groups streamed. Book bag books that match the taught classroom books sent home. | |

| Literacy: Writing | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | <p>In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas. Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision. New and ambitious vocabulary we want children to learn and use is identified and displayed in the environment in the form of words and sentences. Vertical surfaces such as white boards and easels are also available indoors and outside. Each area of the provision is equipped with relevant writing resources. We encourage them to mark make in positions where they feel most comfortable e.g. standing, lying, whilst they are developing their core stability. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session following Read Write Inc developing fluency and helping children to make connections between reading and writing. Adults support writing in provision by modelling, suggesting and encouraging ways in which children can record their ideas in different ways.</p> | | | | | |
| Skills | <ul style="list-style-type: none"> • Listen • Memorise • Repeat • Copy • Rehearse • Describe • Rhyme • Remember and recall • Concentrate • Imagine • Retell • Discuss • Draw • Mark make • Control and manipulate tools • Use a tripod grip • Form letters correctly • Connect ideas • Spell • Recognise words • Sequence • Segment and blend • Gather ideas • Think • Track | | | | | |
| Impact | <p>By the end of Foundation Stage I can...</p> <p style="text-align: center;">Form lower case and upper case letters correctly using anticlockwise movements and retracing vertical lines.</p> <p style="text-align: center;">Control and manipulate a writing tool.</p> <p style="text-align: center;">Spell regular and irregular words.</p> <p style="text-align: center;">Hold a sentence in my head.</p> <p style="text-align: center;">Draw on a rich store of language in my writing.</p> <p style="text-align: center;">Use imaginative ideas in my writing.</p> <p style="text-align: center;">Write a sentence or a series of connected sentences that can be read by others.</p> <p style="text-align: center;">Use some capital letters and full stops in my writing.</p> <p style="text-align: center;">Use a tripod grip.</p> <p style="text-align: center;">Use and talk about the features of different types of writing.</p> <p style="text-align: center;">Leave spaces between words.</p> | | | | | |
| Term specific provision | <p>Read individual letters by saying the sounds for them.</p> <p>Form lower-case correctly for the letters in their names. (start</p> | <p>Independent name writing</p> <p>CVC word writing using some digraphs (Set 1)</p> <p>Writing phonetically decodable words, phrases and captions.</p> | <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> | | | |

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| | <p>teaching alongside sound)</p> <p>Name copying and writing Writing symbols and initial sounds Using phoneme frames to spell CVC words.</p> <p>RWI set 1 sounds – ditty and red books</p> | <p>Writing phonetically decodable captions or sentences.</p> <p>RWI set 1 and beginning 6 sounds of set 2 for reading and spelling. Red and Green books</p> | <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>RWI set 2 sounds for reading and spelling. Green and purple books.</p> |
| Ongoing provision throughout the year | <i>Wellcomms</i> | Develop age appropriate communication skills, learning and practice new vocabulary and develop understanding of language. | |
| | <i>Neli Circle Time</i> | Develop social phrases and the skills to take part in two way conversation. Learning new vocabulary and exploring new concepts through the curiosity cubes. | |
| | <i>Story and song time</i> | Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs | |
| | <i>Letter Join</i> | Learn new vocabulary related to handwriting. Practice efficient handwriting style. | |
| | Read Write Inc | Structured and timetabled RWI groups, regularly assessed and groups streamed. Book bag books that match the taught classroom books sent home. | |

| Maths | | | | | | |
|----------------------------------|---|----------|--------------------------|----------|--------------------------|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | <p>In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges. Maths is offered throughout the provision and offers a variety of open ended resources that promote a conceptual understanding of number encouraging children to become confident and fluent. Adults appreciate that maths can be taught everywhere and that the conceptual understanding of number is the basis for all other mathematical learning. They have a sound knowledge and deep understanding of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians. Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve.</p> | | | | | |
| Skills | <ul style="list-style-type: none"> • Take risks • Memorise • Manipulate numbers • Test ideas • Persevere • Record • Check • Compare • Calculate • Sequence • Remember • Think • Explain • Make connections • Reason • Problem Solve • Investigate • Sort and match • Count • Estimate • Discriminate | | | | | |
| Impact | <p>By the end of Foundation Stage I can...</p> <ul style="list-style-type: none"> Read and write numbers Estimate Recall number bonds to 10 Identify and talk about number patterns Add and subtract numbers Recognise an amount in different arrangements Sort and match Give reasons for my answers Solve problems Recognise an amount without counting Calculate Compare quantities Count Partition number Sequence numbers | | | | | |

| Talk about shape, space and measure using mathematical language. | | | |
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| Term specific provision | Matching. Sorting & Comparing Numbers 1, 2, 3 Time – sequences Shape Numbers 4, 5, 0 Shape Prepositions Repeating patterns Concrete counting and number recognition to 10 Subitising to 3 securely | Numbers 5, 6, 7, 8, 9, 10 Money Time Shape Numbers 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 Sharing Automatic recall of number bond to 5 (addition) Subitise to 5 | Money, time, shape Halving, doubling, sharing Numbers over 20. Composition of numbers (tens and ones) Automatic recall of number bond to 5 (addition and subtraction) Number bonds of 10 Subitise to 5 – use number bond knowledge to subitise larger amounts. |
| Ongoing provision throughout the year | Maths mastery / Rekenrek / Maths no problem | Understanding and recapping new maths concepts in smaller groups. Opportunities to reflect and independently access maths provision based on mastery schemes. | |
| | Neli circle time | Using newly taught mathematical vocabulary | |
| | <i>Story and song time</i> | Learn new maths vocabulary, engage in and talk about books, learn rhymes, poems and songs | |
| | <i>Outdoor learning</i> | Use maths vocabulary, develop social skills, explore and experience the natural environment. | |

| Understanding the world | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | Understanding the world is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. When not being taught as a discrete subject, opportunities are also provided for children to practise and apply knowledge and skills through investigation and exploration in all areas of the provision. Investigation areas, inside and outdoors, are resourced with a range of equipment and materials which offer opportunities for children to observe, investigate, explore and experiment. Adults know the characteristics of a good learner. They model technical language and challenging vocabulary, encourage children to ask questions, test out ideas, carry out investigations and draw conclusions. | | | | | |
| Impact | <p>By the end of Foundation Stage I can...</p> <ul style="list-style-type: none"> Talk about the properties of materials Make a sensible prediction Record findings Observe, notice and make comparisons Talk about the characteristics of weather and seasons Name the parts of plants and animals Talk about similarities and differences Draw conclusions Talk about reversible and irreversible changes Carry out an investigation Talk about what it is like to live in this country Talk about what it is like to live in another country Use a simple map to find out information Talk about the key features of different places and different countries Talk about the key features of the country they live in Talk about the similarities and differences between people's religions and cultures Compare similarities and differences Talk about where they live and the key features of the local environment Talk about significant historical people and events Sequence events in the right order Use time vocabulary Recall historical facts Use information in books to talk about life in the past Compare similarities and differences | | | | | |

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| | Talk about the roles people have in society Ask questions to find out more Draw conclusions about what I have found out. | |
| Term specific provision | <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside</p> | <p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside</p> |
| Ongoing provision throughout the year | Story time / song time | Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries |
| | Nursery Rhymes | Explore and talk about the different people and links to the past. |
| | NELI circle time | Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries |
| | Outdoor learning | Hands on personal experiences to increase the knowledge of the world around them. |

| Expressive Arts and Design | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | Expressive art and design is valued and promoted through direct teaching and purposeful learning opportunities throughout the year. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills. Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions. We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using. | | | | | |
| Impact | <p>By the end of Foundation Stage I can...</p> <p style="text-align: center;">Draw myself to include head, body, arms, legs and facial features</p> <p style="text-align: center;">Draw different types of lines and shapes with control</p> <p style="text-align: center;">Control and manipulate different tools</p> <p style="text-align: center;">Use different techniques</p> <p style="text-align: center;">Mould and sculpt</p> <p style="text-align: center;">Express my imagination and creativity</p> <p style="text-align: center;">Evaluate my work so I can make improvements</p> <p style="text-align: center;">Join materials together</p> <p style="text-align: center;">Design and plan</p> <p style="text-align: center;">Sing a range of rhymes and songs</p> <p style="text-align: center;">Play untuned and tuned instruments</p> <p style="text-align: center;">Manipulate and combine sounds</p> <p style="text-align: center;">Compose and perform</p> | | | | | |
| Term specific provision | Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making | | 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. Explore, use, and refine a variety of artistic effects to express their ideas and feelings | |

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| | and dance, performing solo or in groups. | Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. | Explore and engage in music making and dance, performing solo or in groups. |
| Ongoing provision throughout the year | Beat Baby | Adult led activities to help children engage in listening to beats in words. | |
| | Songs/nursery rhymes | Regular access for self expression. Children to have repetitive opportunities to sing and hear familiar nursery rhymes. | |
| | Collective Worship | Regular access for self expression. Children to have repetitive opportunities to sing in tune and in time with others. | |
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| Understanding the World : Religious Education | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overarching theme | Who am I? | | Would you rather? | | Isn't it amazing? | |
| Intent and Implementation | <p>In the Early Years the teaching of Religious Education will allow children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.</p> <p>Children will understand the way that religious beliefs shape our lives and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance our spiritual, moral, social and cultural development.</p> <p>As a Church of England school, Religious Education plays an important role, along with all other curriculum areas, in promoting the spiritual, moral, social, and cultural development of our children. The curriculum is carefully planned using the Understanding Christianity and Agreed Syllabus.</p> | | | | | |
| Knowledge and Skills | <ul style="list-style-type: none"> • Understand the order of the Bible • Recognise the importance of God to Christians • Make connections between stories and practical examples • Recognise objects from different faiths. • Talk about different ways to worship. • Sing worship songs. | | | | | |
| Impact | <p>By the end of Foundation Stage I can...</p> <p style="text-align: center;"> Discuss what makes a Christian Retell some familiar Bible tales Explain the golden rule Recognise important religious places Be tolerant of all faiths </p> | | | | | |
| Term specific provision | Harvest Festival What places are special and why? Agreed syllabus Christmas | | Easter Salvation – Understanding Christianity Why is Easter special to Christians? Global Objectives: Christian Easter around the world | | Creation – understanding Christianity Why is the word “God” so important to Christians? | |
| Ongoing provision | Collective Worship | Regular access for self expression. Children to have repetitive opportunities to sing in tune and in time with others. | | | | |

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| throughout the year | Songs | Regular access for self expression. Children to have repetitive opportunities to sing in tune and in time with others. |
| | Classroom routines | Routines and management techniques based around the Christian ethos of love thy neighbour. Teaching children to be kind and respectful at all times. |
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