Foundation 2 - Long Term Curriculum Plan - DSH 2024-25

This plan details ideas for enhancements and provocations to support children's learning in Foundation. This may change due to planning being based on children's interests and fascinations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal themes	Autumn Harvest festival	Diwali (31st October) Bonfire Night Remembrance Day Christmas	Winter Chinese New Year (29th Jan) Valentine's day	Spring Pancake Day Eid Easter World Book day	St Georges day	Summer Eid
Enrichment and Experiences	Settling in Parent lunch Autumn walk	Diwali party Trip to theatre Christmas nativity - parent hot chocolate	Chinese New Year day Story café Start growing potatoes (GYOP)	Pancake making World Book Day Mother's Day tea party Easter egg hunt Frogs Spawn?	Visit from people who help us (police, nurse, fire brigade etc) Story café Eggs to hatch	Butterflies Trip to the Farm Eid party - June? Father's day craft day? Sports Day
Communication and Language C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions,, daily story time using high quality texts (from Brilliant Books and daily Poetry Basket	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories, non-fiction, rhymes and poems**, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich **range of vocabulary and language structures.**					
Drawing Club	Colour Monster Three Little Pigs x2 Wacky Races The Tiger Who Came To Tea Trap Door Funny Bones	Nobot the Robot Goldilocks and the three Bears x2 Super Ted Not Now Bernard Stick Man The Snowman	Lost and Found x2 The Snorks (chills, spills and drills) Little Red Riding Hood x2 Hugless Dougless	Grumpy Frog Mr Wolf's Pancakes Jack And the Beanstalk x2 The Enormous Turnip Poddington Peas	Cops and Robbers x2 Popeye The Gingerbread Man The Runaway Chapatti	What The Ladybird heard x2 The Little Red Hen Mr Benn Zoo Keeper Super Tato Billy Goats Gruff Superworm Bananaman meets doctor gloom

Poetry Basket	All about me Happy A little house Furry, Furry Squirrel Mice Shoes Five Little Pumpkins	Leaves Are Falling Who Has Seen The Wind? Raindrops Flying Angry Invisible Carrot Nose	Freezing Icicles Under a Stone Many Things Five little astronauts Scared	Pancakes I Have a Little Frog Tadpoles Digging Rain Five Little Peas	Spring Wind Five Little Owls Strength Flying saucer Wild beast	Caterpillars Creepy crawlies A Little Shell Wheat Monkey Babies A day at the farm If I Were So Very Small Speed
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Self-regulation Managing self Building relationships	**All about me** **Who Cares for me?** School values Bodies/keeping healthy Oral health People who help us Families (how do they help us? Who?) Who is important to me?	**What can make me feel better?** What's safe to go onto/into my body including medicines Who can make me feel better? How can I keep myself healthy? We need to wash our hands to prevent germs.	**My emotions** Who can help me with my feelings? Why do we feel different feelings? How would you feel if…? What makes me happy? How can we help our friends to feel happy?	**Why is exercise good for me?** I know some exercises and can take part in a new exercise. I can talk about how exercise makes me feel? I know what parts of my body exercise is good for. Why is sleep important?	**Keeping Safe** **Internet safety** Who should I tell? I know who trusted adults are. I know the difference between safe and unsafe. I know to talk to an adult if I am concerned about anything online. Road Safety.	**SRE** I am learning the importance of friendship I am learning the importance of saying sorry and forgiveness I am learning that all families are different Transition to year one. How have we changed throughout the year.
Key texts to support PSED	**Alans Big Scary Teeth** **We are family** **Bodys are cool**		**Rubys Worry** **Colour Monster** **Big Feelings** **Babra throws a wobbler**			**The squirrels who squabbled**

Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Gross motor PE (Complete PE)	Gymnastics - Flight - Bouncing, jumping and landing.	Athletics	Invasion Game Skills	Locomotion	Dance	Yoga Sports Day
	CONTINUOUS PROVISION: Cooperation games i.e. parachute games. Climbing - outdoor equipment and crates play. Range of wheeled resources for children to balance, sit or ride on, pull and push - bikes and scooters, wheelbarrows, prams and carts. Brushes and brooms for pushing. Paintbrushes for large painting. Ribbons to develop movement. Bats and balls **From Development Matters 20** Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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.					
Fine motor Hand strength - tweezers, threading, dough disco, balls, pegs etc	Hold pencil/paintbrush beyond whole hand grasp Use mark making tools with control Copy letters from name	Show preference for a dominant hand Use tools such as scissors Use tweezers, pincers and threading equipment with control	Beginning to show anti clockwise movements and begin to retrace vertical lines Scissor control	Develop their small motor skills so that they can use a range of tools competently, safely and confidently Form recognisable letters	Use cutlery when eating their lunch Weaving	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.
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Phonics Little Wandle	Phase 2 s,a,t,p	Phase 2 ff,ss,ll,j	Phase 3 ai,ee,igh,oa	Phase 3 Review all phase 3	Phase 4	Phase 4

	i,m,n,d g,o,c,k ck,e,u,r h,b,f,l **Tricky words** – is, I, the	v,w,x,y z,zz,qu ch sh,ch,ng,nk words ending s /z/ (his) and with s /z/ added at the end (bags) **Tricky words** – as, and, has, his, her, go, no, to, into, she, he, of, we, me, be	oo,oo,ar,or ur,ow,oi,ear air,er words with double letters: dd mm tt bb rr gg pp ff longer words **Tricky words** – was, you, they, my, by, all, are, sure, pure	words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ **Tricky words** – review and secure spelling	short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est **Tricky words** – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: -er, -est longer words
Reading						
Writing						
Handwriting	Pencil control - patterns Name writing	**Curly caterpillars** **Ladder letters**	**Wall climbers** **Zig-zag letters**	**Capital letters**	**Writing words**	**Writing words**
Mathematics	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. By providing frequent and varied Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the **relationships between them** and the patterns within those numbers. opportunities to build and apply this understanding - such as **using manipulatives**, including small pebbles and tens frames for organising counting - **children will develop a secure base of knowledge and vocabulary** from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, **spot connections**, **'have a go'**, **talk to adults and peers** about what they notice and not be afraid to **make mistakes**.					
Maths **Mastering number**	Subitise to 3 Make patterns up to 4 Represent with fingers Cardinality Know numbers in counting sequence Develop 1:1 correspondence Know that anything can be counted Compose collections up to 4 Compare sets and use language of comparison	Subitise within 5 Cardinality to 5 using dice/fingers Recognise numerals and their quantities Explore wholes and parts Compose numbers up to 5 Compare sets by subitising	**Subitise**/explore patterns to 5 Verbal counting to 20 **Representing** up to 10 using fingers **Order** numbers linking cardinal and ordinal representations Continue to explore **composition** up to 6, linking to patterns and symmetrical patterns Begin to see that numbers within 10 can be compose of 5 and a bit **Compare** sets using language of comparison. Explore ways of making **unequal** sets **equal**	Explore symmetrical patterns and link it to doubles Cardinality with larger number sup to 10 Counting patterns beyond 20 Composition of odd/even numbers Link even numbers to doubles Composition of numbers to 10 Compare numbers using reasoning using understanding of 'how manyness'	Subitise structured and unstructured patterns Identify when to subitise and when to count Practise subitising patterns linked to doubles and 1 more Counting from different starting numbers beyond up to 20 and beyond. Develop accuracy in verbal and object counting. Explore the composition of 10 Order sets of objects linked to ordinal system.	Consolidate previous learning

Maths SSM	Talk about measure and patterns Circles and Triangles Shapes with 4 sides		Mass and capacity Length height and time 3D shapes		Manipulate, compose and decompose Patterns - visualise build and map	
Understanding the World	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and **range of children's personal experiences** increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
The Natural World People, culture and communities Past and Present	**Nature Walk - Leaf Man** Ask more complex questions about aspects of the familiar world such as the place where they live or the natural world. Talk about some of the things they have observed such as plants, animals, natural and found objects. **Discussing families/ family photos in home corner** Talk about who is in their immediate family Show interest in the lives of those who are familiar to them Understanding that grandparents are older than parents Talk about people who are helpful to them Talk about significant events in their own experience	**Observing the changing season** Have a greater awareness of seasonal changes **Diwali Celebration** **Christmas celebrations** Begin to understand that not everyone celebrates the same things as them Talk about significant events in their own experience Recognise and describe special times or events for family or friends **Bonfire Night** **Remembrance day** Beginning to become familiar with words and phrases from the past such as 'long ago' or 'in the past'	**Environmental changes** **Ice experiments (Link to Lost and Found)** Explore the natural world around them. Describe what they see, hear and feel whilst outside. 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. **Chinese New Year** Recognise that people have different beliefs and celebrate special times in different ways	**Growing Seeds.** **Frogs spawn** **Growing vegetables** Start to develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment Identify features of living things **Visit local shop** Draw information from a simple map. Starting to show an interest in occupations and ways of life **Easter** **Eid** Understand that people celebrated these things before they were born. Recognise that people have different beliefs and celebrate special times in different ways Using appropriate language to describe the past **Mothers Day Afternoon Tea** Talk about members of their immediate family and community. Name and describe people who are familiar to them.	**Watching eggs hatch** Develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects Explore the natural world around them, making observations and drawing pictures of animals and plants; **Visit from police and fire brigade** Starting to show an interest in occupations and ways of life **St Georges day** 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.	**Trip to the farm** **Butterflies - noticing changes and growing** 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. **Map Reading/looking on Google Earth** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; **Me in the past and now (how we've changed over the year)** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Language of The Term	Unit 1 A new start **Italian**	Unit 2 The Calendar and Celebrations	Unit 1 A new start **Urdu**	Unit 2 The Calendar and Celebrations	Unit 1 A new start **Polish**	Unit 2 The Calendar and Celebrations

		Italian		Urdu		Polish
Expressive Art and Design	The development of children's artistic and cultural awareness supports their **imagination and creativity**. It is important that children have regular opportunities **to engage with the arts**, enabling them to explore and play with a wide **range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in **interpreting and appreciating what they hear, respond to and observe.**					
Creating with materials Being imaginative and expressive EAD is developed throughout the year by a variety of resources in the workshop area, painting, box modelling, cutting, construction and transient art Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and fascinations	**Model using workshop area** **Model block and small construction area** **Drawing** **self portrait, observational drawing (autumn vegetables)** Using simple tools and techniques competently and appropriately **Portrait skills - Draw a self-portrait, paint a self-portrait, draw family portrait, transient art faces and 3D playdough faces** Understand that lines can be used to enclose a space, and then begin to use these shapes to represent objects. Experiment with different textures Selecting appropriate brush for a purpose	**Painting** **Colour Mixing** Exploring what happens when they mix colours **Salad Spinner Firework Art** **Printing fireworks** **Diva Lamps** Realise that tools can be used for a purpose Using simple tools and techniques competently and appropriately	**The work of artists** **Powder paint skills - introduce to workshop and model how to use** Experiment with colour, design, texture, form and function **Self portraits** **Chinese New Year - Chinese lanterns, box model dragons** Experiment with colour, design, texture, form and function Select tools and techniques to shape and join materials Understand that different media can be combined to create new effects	**Printing** Vegetables Easter egg (potato masher)	**Collage** **Self portraits**	**Sculpture** Clay minibeasts
Early Learning Goals						

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and 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 **ELG: 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.	**ELG: 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. **ELG: 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. **ELG: Building Relationships** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers;.	**ELG: 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. **ELG: 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.	**ELG: 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. **ELG: 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. **ELG: 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.	**ELG: 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. **ELG: 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.	**ELG: 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. **ELG: 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. **ELG: The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between	**ELG: 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. **ELG: 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.

	• Show sensitivity to their own and to others' needs.				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.	