

# **Foundation Stage 2**

## **Long Term Plan**



**2022-2023**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible ideas, mini themes  (These may be changed or adapted depending on the cohort and children’s interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day Harvest, Diwali Advent, Christmas Seasonal changes – Autumn/Winter	Once Upon a Time Traditional Tales Chinese New Year Keeping fit and healthy Healthy Eating Seasonal Changes – Winter/Spring Life Cycles Easter Ramandan	Growing and changing Plants and flowers Animals and mini-beasts Life cycles Recycling, looking after the world Seasonal changes – Spring/Summer Transition			
Key stories and books	<b>The colour Monster</b> <b>Titch</b> <b>Peace at Last</b> <b>Oliver’s Vegetables</b> <b>Owl Babies</b> <b>Funny Bones</b> <b>Room on the Broom</b> <b>Owl who was Afraid of the Dark</b> <b>Poppies (Video Clip)</b> <b>Can’t you Sleep Little Bear</b> <b>Dear Santa</b> <b>Stickman</b> <b>The Snowman</b> <b>The Button Box</b> <b>The Perfect Fit</b> <b>Clickety Chick</b> <b>A handful of Buttons</b>	<b>The Little Red Hen</b> <b>The Little Red Hen Makes Pizza</b> <b>The Gingerbread Man</b> <b>Goldilocks and the Three Bears</b> <b>Little Red Riding Hood</b> <b>The Three Little Pigs</b> <b>Mr Wolf Loves Pancakes</b> <b>Jack and the Beanstalk</b> <b>Monkey Puzzle</b> <b>We’re Going on a Bear Hunt</b> <b>We’re Going on an Egg Hunt</b>	<b>The Tiny Seed</b> <b>The Enormous Turnip</b> <b>Superworm</b> <b>The Weaver</b> <b>What the Ladybird Heard on Holiday</b> <b>The Hungry Caterpillar</b> <b>Rumble in the Jungle</b> <b>Commotion in the Ocean</b> <b>Farmyard Hullabaloo</b> <b>Two Bears</b>			
Key vocabulary  (including but not limited to)	respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive, human, body, skeleton.	Healthy, unhealthy, balanced, exercise, Easter, life cycle, change, celebration. Materials, emotions, journey.	germination, harvest, senses, poultry, flock, metamorphosis, arachnid, insect, nocturnal, life cycle.			

<p>Key knowledge</p> <p>(including but not limited to)</p>	<p><b>All About Me</b></p> <p>Families come in all shapes and sizes. We are all unique, but other people can have similarities to me.</p> <p>It is good to be different and we must always show kindness and respect towards everyone.</p> <p><b>Celebrations</b></p> <p>Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have.</p> <p>Bonfire Night is on the 5<sup>th</sup> November. People celebrate with bonfires and fireworks.</p> <p>Remembrance Day is on the 11<sup>th</sup> November. We remember all the people who have died in wars. There is a time of silence at 11am.</p> <p>Diwali is the Hindu festival of light.</p> <p><b>Christmas</b></p> <p>Advent is a time of preparation for Christmas. Christmas takes place on the 25<sup>th</sup> December and is a Christian Festival celebrating the birth of Jesus.</p> <p>A Nativity play tells the story of Jesus' birth.</p>	<p><b>Which Season?</b></p> <p>The seasons are Autumn, Winter, Spring and Summer.</p> <p>In Autumn some leaves change colour and start to fall off the trees.</p> <p>Not much grows in Winter. It is cold and can be snowy and icy.</p> <p>In Spring it starts to get warmer and things start to grow again.</p> <p>In Summer it can be hot and lots of things grow.</p> <p><b>Now or then?</b></p> <p>People wore different clothes.</p> <p>People travelled in different ways. Houses were made of different materials.</p> <p>Children played with different toys. We have not always had computers and the internet.</p> <p><b>Humans</b></p> <p>Humans need food, water, oxygen and shelter to survive.</p> <p>It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.</p> <p>We have five senses - taste, touch, sight, hearing, smell.</p>	<p><b>Plants</b></p> <p>Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers.</p> <p>Plants need light, warmth, water and food to grow.</p> <p><b>Animals</b></p> <p>Baby animals are sometimes known by different names to the adult.</p> <p>Some baby animals do not look like the adult.</p> <p>Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.</p> <p><b>Our World</b></p> <p>We have a responsibility to look after our world.</p> <p>Different religions have their own Creation stories.</p>
<p>Possible 'Wow' moments and experiences</p> <p>(Not an exhaustive list)</p>	<p>Autumn Walk</p> <p>Harvest Festival</p> <p>Bonfire Night – toasted marshmallows</p> <p>Fire service visit</p> <p>Remembrance Day</p>	<p>Ballet</p> <p>Winter Walk</p> <p>Chinese New Year</p> <p>Internet Safety Day</p> <p>World Book Day</p>	<p>Planting sunflower seeds</p> <p>Planting beans in jars</p> <p>Dentist/dental nurse visit</p> <p>Food tasting</p> <p>Caterpillar Changes</p>

	Diwali/Hanukkah Advent/Decorating Day Christmas time/Nativity Children in Need Anti-Bullying Week Post letters to Santa.	Gingerbread biscuits Mothering Sunday Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter nest cakes Baking Bread – shop walk? Making Pizza Fruit Kebabs.	Sports Day
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## Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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.					
Curriculum Goal	To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Ongoing provision throughout the year.	Circle Time	Children will listen attentively to others, speak clearly to explain ideas, thoughts and feelings.				
	Story/ song time	Children will learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs				
	Fantas-sticks	Children will learn new vocabulary and be able to match them with one of the lens of the fantastics. They will start to use these words when talking about events, actions and books.				
	Helicopter Stories	Children will be able to sit and listen to other children who are performing. They will be able to Listen and respond speaking clearly to give feedback.				

## Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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 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.					
Curriculum Goals	<p>To become an <b>Independent Individual</b> who can follow the rules we have at Exeter, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.</p>					
Term Specific Provision	<u>Circle Time - Relationships</u> Families and friendships – different types of families, similarities and differences between ourselves and others Safe relationships – NSPCC PANTS Respecting ourselves and others – following the school rules, feelings and emotions Growing and changing – naming body parts, changing from being a baby to adult. Firework safety		Relationships – friendships, helping, kindness.  Circle Time – Health and Well-being Physical health and mental well-being – healthy eating, healthy living.  Different occupations, different skills, different aspirations.		Circle Time – Living in the wider world Belonging to a community – our school, our town, important people in the community.  Different countries, different animals.  Keeping safe – stranger awareness and safe strangers, road safety, sun safety.  Feelings and emotions - transition to Year 1.	
Ongoing Provision throughout the year	Talk Partners		Be able to take turns with your partner, listening to them and considering their ideas and different points of views and opinions.			
	Daily routines		Using toilets independently, snack time (whole class or self-serve during CP time, ‘choose it, use it, put it away’ when using resources. Effort mark challenge – I’ve been a writer and mathematician tick list during continuous provision, lunch times, getting ready for home. Bucketful of learning challenge to motivate and engage as learners.			

Sunshine Circles	To be ready, safe and respectful of others. To see themselves as a valued individual, give focused attention and follow instructions.
Continuous Provision	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, and take turns and share, show sensitivity to others.
Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity.

## Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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. 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.					
Curriculum Goals	<p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> <p>To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					
Term specific provision	Dance Sweeping/brushing Threading Screwing/unscrewing Autumn 1: Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping)		Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)		Sewing/threading Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)	
	Dough Disco		Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term			

Ongoing provision throughout the year.	Continuous Provision		Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills			
	Lunch time		Hold and use a knife and fork correctly, understand about healthy eating			
Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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).					
Curriculum Goals	To become a <b>Reader</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).  To become a <b>Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Term Specific Provision	Name copying and writing. Writing secret symbols, initial sounds	Name copying and writing. Writing secret symbols, initial sounds and CVC words.	Writing phonetically decodable words, beginning to write phrase and captions.	Writing phonetically decodable words, phrases and captions.	Writing phonetically decodable words, simple sentences that they can begin to read back	Writing phonetically decodable words, simple sentences that they can read back

Read Write Inc.	Teach set 1 sounds Reading graphemes. Letter formation.	Teach set 1 sounds – digraphs Magnetic boards. Read red words Reading groups Letter formation, Oral Blending	Recap set 1 sounds Read red words (ditty level) Reading groups Letter formation Fred Fingers Writing words Begin to teach Set 2 sounds if ready.	Recap set 1 sounds Teach set 2 sounds Read red words (Red ditty level) Letter formation Fred Fingers Writing words	Recap set 1 sounds Teach set 2 sounds Read red words (Green level) Letter formation Fred Fingers Writing words Sound buttons	Recap set 1 and 2 sounds Read red words (Green/Purple level) Letter formation Fred Fingers Writing words. Sound buttons
Ongoing provision throughout the year	Phonological awareness		Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds.			
	Story/song time		Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.			
	Helicopter Stories		Act out stories, begin to tell stories initially asking practitioners to scribe. Children will begin to create their own.			
Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. 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. By providing frequent and varied 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.					



Curriculum Goal	To become a <b>Mathematician</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term specific provision	<u>White Rose Maths</u>  <i>Getting to know you</i>  <i>Just like me</i> Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)	<u>White Rose Maths</u>  <i>It's me 1, 2, 3!</i> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness) <i>Light and dark</i> Numbers to 5 (Four and Five One more and one less)	<u>White Rose Maths</u>  <i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2)  <i>Growing 6, 7, 8</i> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	<u>White Rose Maths</u>  <i>Building 9 and 10</i> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2)  <i>Consolidation</i>	<u>White Rose Maths</u>  <i>To 20 and beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1)  <i>First, then, now</i> Adding more Taking away Spatial reasoning (2)	<u>White Rose Maths</u>  <i>Find my pattern</i> Doubling Sharing and grouping Even and odd Spatial reasoning (3)  <i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning (4)
	<u>Mastery maths</u> Subitising within 3, Patterns with 4 Cardinality, ordinality and counting – 1;1 correspondence, accuracy Composition – numbers made up of 1s Comparison – more than/fewer than	<u>Mastery maths</u> Subitising within 5 Arrangements of 5 Cardinality, ordinality and counting – 1;1 correspondence, explore 5, recognise numerals Composition – whole and parts, 5 Comparison – compare sets	<u>Mastery maths</u> Subitising within 5, patterns and 1 more Cardinality, ordinality and counting – to 20 and beyond, represent 5-10, Composition – 5, recall hidden parts Comparison – compare sets, equal and unequal sets	<u>Mastery maths</u> Subitising symmetrical patterns linking to doubles, Cardinality, ordinality and counting – larger numbers with 10, pattern beyond 20 Composition – odd and even numbers, composition with 10	<u>Mastery maths</u> Subitising exposing 1 more and doubles, same but different arrangements Cardinality, ordinality and counting – verbal and object counting, beyond 20 Composition – explore 10 Comparison – order sets of objects	<u>Mastery maths</u>  Consolidate

			Comparison – positions in the number system		
Ongoing provision throughout the year.	Daily routines		Numicon, calendar, visual timetable, book voting. Bucketful of learning (ten frames)		
	Drawing		Use mathematical language when drawing, draw 2D shapes.		
	Continuous Provision		Practise taught skills, use and apply taught skills in real-life situations, read passcodes, telephone numbers. Complete puzzles, “What can you see, how do you see it”?		
	Story/ song time		Practise taught skills, “What do you notice?”, “What can you see, how do you see it?”		

## Understanding of the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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.					
Curriculum Goals	<p>To become an <b>Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Corby is special, have an awareness of other people’s cultures and beliefs.</p>					
Term specific provision	Harvest	Bonfire Night	My town	Mothering Sunday	Growing – plants/humans	Growing – animals
	Me, my family and my school	Remembrance Day	Compare times – looking at differences in houses, clothes, transport, toys	Easter	Mini-beasts	Seasonal changes - Summer
	Explore magnets	Advent/Christmas		Seasonal changes – Spring	Seasonal changes - Spring	Compare and

	Use iPad camera	Seasonal changes – Autumn Walk  Explore light and colour  Use Beebots – basic operations  Diwali	Seasonal changes – Winter  Chinese New Year	Use Beebots – moving from A to B  Ramadan/Eid-al-Fitr	Explore balance  Religions significant to the cohort	contrast environments – polar regions, desert, jungle, under the sea, space  Explore materials and textures (recycling)  Use Beebots – following a path
RE	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Explore cultural traditions.  Understand that some places are special to members of their community in Corby.	To develop an understanding of differences within other communities.	Recognise that people have different beliefs and celebrate special times in different ways	Understand that some places are special to members of their community in Corby.	Recognise that people have different beliefs and celebrate special times in different ways
Ongoing provision throughout the year	Drawing		Draw and talk about characters and settings, draw simple maps. Making links to own lives and community.			
	Continuous Provision		Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts			
	Story/song time		Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries			

## Expressive Art and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Educational Programme	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.					
Curriculum Goals	<p>To become a <b>Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a <b>Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
Term specific	<p>Music Express <i>Who shall I be today? Our Senses Special People</i></p> <p>Artists Self Portraits Andy Goldsworthy – natural objects linked to Autumn</p>	<p>Music Express <i>When Snowflakes Fall (Nativity)</i></p> <p>Artists Wassily Kandinsky – linked to 2D shape</p> <p>Jackson Pollock - fireworks Piet Mondrian – focus to line and colour</p>	<p>Music Express <i>A Tale from Long Ago</i></p> <p>Artists Paul Klee – buildings/landscapes</p>	<p>Music Express <i>Fabulous Food</i></p> <p>Artists Giuseppe Arcimboldo – self-portraits using food</p>	<p>Music Express <i>Our Growing World Lets go Green!</i></p> <p>Artists Van Gogh – Sunflowers Georgia O’keefe Eric Carle Illustrations/collage</p>	<p>Music Express <i>Amazing African Animals Under the Sea</i></p> <p>Artists African Art</p>
Ongoing provision throughout the year	Drawing		Developing drawing skills, use imagination, develop storylines.			
	Continuous Provision		Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play			
	Story/ song time		Sing a range of songs/nursery rhymes, understand the structure of stories			
	Helicopter Stories		Children act out stories. Children tell their own stories using an adult to help scribe. Finally, they write their own stories independently acting them out.			