



## Foundation Stage 2



|                             | Autumn 1                                                                                                                                                    | Autumn 2                                                            | Spring 1                                                                                                                  | Spring 2                                                                                                        | Summer 1                                                                                                                   | Summer 2                                            |
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| <b>Reading</b>              | The curriculum is designed around story. See curriculum areas for stories. Stories also read to follow interest of children and their personal experiences. |                                                                     |                                                                                                                           |                                                                                                                 |                                                                                                                            |                                                     |
| <b>Literacy<br/>Phonics</b> | <b>Phase 2</b> -Single letter phonemes.<br>Introduce tricky words.<br>Mark making/emergent writing.                                                         | <b>Phase 2</b> - single letter phonemes and digraphs.<br>CVC words. | <b>Phase 3</b> - digraphs<br>Words including double letters.<br>Continue to learn tricky words and use them in sentences. | <b>Phase 3</b> - review digraphs<br>Words including double letters.<br>Simple sentences including longer words. | Introduce <b>phase 4</b> blends.<br>CCVC, CCCVC words,<br>Writing full sentences using all sounds and tricky words taught. |                                                     |
| <b>Mathematics</b>          | Getting to know you<br>Just like me<br>It's me 1,2,3                                                                                                        | It's me 1,2,3<br>Light and dark<br>Consolidation                    | Alive in 5<br>Growing 6,7,8                                                                                               | Building 9 and 10<br>Consolidation                                                                              | To 20 and beyond<br>First Then Now                                                                                         | Find my pattern<br>Problem Solving<br>Consolidation |

|                                         | Autumn 1                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                          | Summer 1                                                                                                                       | Summer 2                                                                                                                                                                                                                                                 |
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| <b>The Natural World</b>                | <b>Seasons - observing the natural world around us</b><br><br>The Singing Mermaid<br>Guess How Much I Love You all year round<br>Muncha Muncha (for harvest)<br>Farmer Duck<br>Room on the Broom<br><br><i>-Record findings using ipads and cameras.</i> | <b>Changing states of matters</b><br><br><b>Materials and their properties.</b><br><i>Look at floating, sinking, melting, burning through stories:</i><br><br>Stickman<br><br><b>Uses of different materials:</b><br><i>The Girl The Bear and the Magic Shoes</i><br><i>Jack and the Flum Flum Tree</i><br><i>Charlie Crow in the Snow</i> | <br><br><br><br><br><br><br><br><br><br>Kapow - outdoor adventure                                                                                                                                                           | <b>Plants, animals and living things and their environment.</b><br><br><b>Pets:</b><br>Tabby McTatt<br>Detective Dog<br><i>Hairy Maclary Collection</i><br><br><b>Minibeasts:</b><br>Mad About Minibeasts<br>Superworm<br><br><i>Class chicks</i> |                                                                                                                                | <b>Plants, animals and living things and their environment.</b><br><br><b>Plants:</b><br><i>Jack and the Beanstalk</i><br><br><b>Farm:</b><br>Farmyard Hullabaloo<br><br><b>Jungle:</b><br>Monkey Puzzle- also lifecycles<br><i>Rumble in the Jungle</i> |
| <b>Past and Present</b>                 | <b>All about Me</b><br><br>Children sharing their interests and re-visiting who their family are.<br><br>Through a variety of stories.<br><br><b>Past and Present through stories</b><br>Sugarlump and the Unicorn<br>One Year with Kipper               |                                                                                                                                                                                                                                                                                                                                            | What is a <b>timeline</b> -through obvious here and now events and stories.<br><br>My Timeline-a timeline of <b>their life</b> from a baby to 5 years.<br><br>Meltdown<br>Zog<br>Selection of non-fiction books (provision) |                                                                                                                                                                                                                                                   | <b>Past and Present through stories</b><br><br>Large Family Collection (80s)<br>Peepo (wartime)<br>Cave Baby<br>Paper Dolls    | <b>Dinosaurs</b><br>Mad about dinosaurs<br>Dinosaur who lost his roar<br><i>Selection of dinosaur fiction stories</i>                                                                                                                                    |
| <b>People, Cultures and Communities</b> |                                                                                                                                                                                                                                                          | <b>Where do I live? - our local area</b><br><i>Google maps</i><br><i>Local walk around our community</i><br><br><b>Who helps me in this place?</b> (postman, fireman, police etc) - through non-fiction books<br><i>Visitors from our community</i><br>Different cultures and live in other countries<br>- <b>Coming to England</b>        | <b>Simple map work through story</b><br><br><i>Google Earth</i><br><br>What the ladybird heard<br>The Gruffalo<br><i>What the ladybird heard next (London)</i><br>Handa's Hen                                               | <b>The world and varying environments through story</b><br><br>Handa's Noisy Night<br><i>Handa's Surprise</i>                                                                                                                                     | <b>The world and varying environments through story</b><br><br>The snail and the whale<br><br><i>Kapow- Outdoor adventures</i> | <b>The world and varying environments through story</b><br><br>Mad about Megabeasts<br>Commotion in the Ocean<br><br><i>Kapow- Outdoor adventures</i>                                                                                                    |

|                                                        | Autumn 1                                                                                                                                  | Autumn 2                                                                                                    | Spring 1                                                                                | Spring 2                                          | Summer 1                         | Summer 2                                         |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------|--------------------------------------------------|
| Expressive Arts and Design                             | Children are provided with opportunities to engage with arts, enabling them to explore and play with a wide range of media and materials. |                                                                                                             |                                                                                         |                                                   |                                  |                                                  |
|                                                        | Sticking paper                                                                                                                            | Working with fabric                                                                                         | Cutting                                                                                 | Cooking - taste and smell<br>(record using ipads) | Construction                     | Box modelling-use of different materials.        |
| Expressive Arts and Design (Art)                       | Children have the opportunity to interpret and appreciate what they hear, respond to and observe.                                         |                                                                                                             |                                                                                         |                                                   |                                  |                                                  |
|                                                        | Printing with sponges, vegetables etc                                                                                                     | Working with Fabric                                                                                         | Drawing<br>(Record using ipads)                                                         | Painting                                          | 3D and clay and plasticine       | Collage                                          |
| Religious Education                                    | Being special: Where do we belong?                                                                                                        | Why is Christmas special for Christians?                                                                    | Why is the word God so important for Christians?                                        | Why is Easter special to Christians?              | What places are special and why? | What times/stories are special and why?          |
| Celebrations and Festivals<br><br>Personal Development | Settling in - classroom expectations<br>Harvest<br>SMSC                                                                                   | Bonfire Night<br>Remembrance Sunday<br>Diwali<br>Christmas<br>Hanukkah (visitor from our community)<br>SMSC | New Year's<br>Chinese New Year<br>Pancake Day<br>Valentine's Day<br>Internet Safety Day | Mother's Day<br>Eid<br>Ramadan<br>Easter<br>SMSC  | Preparing for transition<br>SMSC | Father's Day<br>Preparing for transition<br>SMSC |
| Music                                                  | Exploring sound                                                                                                                           |                                                                                                             | Music and Movement                                                                      |                                                   | Musical Stories<br>Big Band      |                                                  |
| Physical Education                                     | Introduction to PE: Unit 2                                                                                                                | Fundamentals: Unit 2                                                                                        | Dance: Unit 2                                                                           | Ball Skills: Unit 2                               | Games: Unit 2                    | Gymnastics: Unit 2                               |

Children have access to enhanced and continuous provision both indoors and outdoors throughout the year. This includes areas such as construction, mud kitchen, dough, 2 interactive whiteboards, reading and writing nests, small world, maths area, water, sand, creative role play and home corner. This enables children to demonstrate their learning and