

Curriculum Foundation 2: Autumn 1

Overarching Theme: Incredible Me!

Summary Goals:

PSED – Children separate from their main carer at the Foundation 2 door. Children can talk about things that are of interest to them. Children follow one step instructions. Children know to look and listen when an adult is talking. Children select and use the resources within the continuous provision appropriately. Children manage their outer clothing e.g. coats. Children use cutlery correctly, with some support.

C&L – Children know to raise their hand to speak during carpet sessions. Children join in with stories and rhymes they like. Through composition lessons, children learn and use new vocabulary. Children show an understanding of simple questions. Children greet adults and their peers politely.

PD – Children explore footwork and one leg balance movements. Children move in a variety of ways for example skipping, slithering and shuffling. Children engage with physical play both in P.E. lessons and within the outdoor provision. Children draw large scale lines and circles, giving meaning to the marks that they make. Children use five finger grasp when holding a pencil.

Literacy – Children partake in daily phonics lessons (see scheme). Children can orally blend and segment CVC words. Children recognise individual sounds from Phase 2 by saying the sounds for them. Children recognise the sounds in their own name.

Maths – Children select the correct numeral to represent 1 to 5 objects. Children recognise up to three objects without having to count them (subitise). Children sort and classify objects according to a self-selected criteria. Children identify simple 2D shapes such as circle, square, rectangle and triangle.

UTW – Children name and describe people who are familiar to them. Children identify the names of the school staff that are involved with their class. Children celebrate their differences and know what they are good at. Children know the name of the current season. Children find out about Bonfire Night and know why and how we celebrate it today.

EAD – Children find out how to hold a pencil correctly. Children identify the three primary colours. Children explore painting with hands, feet and fingers.

Curriculum Foundation 2: Autumn 2

Overarching Theme: Winter Celebrations

Summary Goals:

PSED – Children share resources and respect the property of the classroom and those belonging to others. Children recognise simple emotions in themselves and others. Children follow simple repetitive daily routines. Children meet the classroom behaviour expectations. Children remove their own jumper. Children go to the toilet and are clean and dry throughout the day. Children independently wash their hands with soap and water. Children form relationships with friends and familiar adults.

C&L – Children understand the expectation of listening carefully. Children learn songs as a whole class to present to others. Children follow two-step instructions. Children use their manners when speaking to adults and their peers. Children explain events using simple sentences.

PD – Children explore jumping, landing and seated balance movements. Children can move body parts in response to music. Children can catch a large ball. Children use three finger grasp when holding a pencil. Children draw squares, rectangles, circles, crosses and letters. Children hold scissors correctly. Children squeeze, roll and pinch playdough. Children show a dominant hand for writing.

Literacy – Children partake in daily phonics lessons (see scheme). Children listen to stories and can give simple details about the story. Children recognise all 26 alphabet letters by saying the sounds for them. Children blend sounds together containing Phase 2/3 graphemes. Children correctly form ladder letters and curly caterpillar letters. Children copy shapes and numbers. Children write words containing Phase 2 graphemes during continuous provision.

Mathematics – Children select the correct numeral to represent 1 to 10 objects. Children know the written symbols for numbers. Children place objects in five frames and discuss the relevance of the arrangements. Children find the total number of items in two groups. Children discuss mathematical calculations and problems using appropriate vocabulary. Children count back in 1s. Children find one more or one less from a group of up to five objects. Children identify repeating patterns and continue them. Children recognise 2D shapes and their properties.

UTW – Children know and can talk about historical and religious events (Remembrance Day / Diwali / Christmas). Children know and describe the seasonal weather.

EAD – Children take part in simple, pretend play. Children print with sponges, rollers and shapes. Children explore colour mixing. Children use simple joins using masking tape and glue during continuous provision. Children use scissors to make snips in paper.

Curriculum Foundation 2: Spring 1

Overarching Theme: Once Upon a Story

Summary Goals:

PSED – Children enter the classroom quietly and sit down without fussing. Children work calmly and share resources with others. Children find ways to resolve conflicts. Children take responsibility for their self and own belongings. Children get dressed and undressed without support. Children actively engage in group work.

C&L – Children wait their turn when an adult is speaking to someone else. Children listens to and talks about books, applying new knowledge and vocabulary. Children learn rhymes and poems. Children follow two-step instructions that include prepositions. Children ask questions to check they understand.

PD – Children explore dynamic balance on a line and stance movements. Children adjust speed and direction skillfully and safely. Children balance when using climbing equipment. Children show control when drawing people with details emerging such as head, body, legs and arms. Children use pincer grasp to write. Children use small scale threading equipment with control.

Literacy – Children partake in daily phonics lessons (see scheme). Children talk about settings, characters and key events in books. Children answer simple retrieval questions. Children fluently read CVC words and captions of Phase 2. Children continue a rhyming string. Children correctly form one-armed robot letters. Children write captions containing Phase 3 graphemes known. Children use finger spaces between words.

Mathematics – Children count on from a set amount. Children recognise up to five objects without having to count them (subitise). Children find one more or one less from a group of up to 10 objects. Children use measuring tools as part of continuous provision.

UTW – Children experience using Bee-Bots, using positional language. Children go on a local area walk, identifying landmarks in our local community. Children find out about celebrations in other countries (Lunar New Year).

EAD – Children show different emotions in their drawings such as happy and sad faces. Children explore printing with natural objects. Children create simple repeating patterns with natural objects.

Curriculum Foundation 2: Spring 2

Overarching Theme: Ready, Steady, Grow!

Summary Goals:

PSED – Children start tasks quickly and maintain focus during completion. Children follow rules and can explain why we have them. Children know how to protect themselves against different weather conditions. Children alter play depending on interactions and ideas from others. Children spend time with their friendship group, as well as other groups.

C&L – Children speak at an appropriate volume. Children remember key points from a story told without props or pictures. Children can answer more complex questions. Children use and describe in past tense something that has happened. Children use more complex vocabulary.

PD – Children explore ball and counter balance with a partner. Children move in a wide range of ways such as roll, crawl, jump, hop, skip and climb. Children can throw and catch a smaller ball. Children can throw and kick a large ball. Children cut up their own food using a knife and fork. Children hold a smaller paint brush correctly. Children form letters correctly and writing is more fluid.

Literacy – Children partake in daily phonics lessons (see scheme). Children answer prediction questions. Children read words and sentences containing Phase 3 letters and sounds. Children form zig-zag letters correctly. Children sit with straight back and with feet on the floor. Children compose a sentence before writing. Children use a capital letter and full stop at the end of their sentence. Children read what they have written.

Mathematics – Children place objects in tens frames and discuss the relevance of the arrangements. Children add and subtract one with numbers to 10. Children use ‘teens’ to count beyond 10. Children use the language ‘more’ and ‘fewer’ to compare two sets of objects. Children recognise simple 3D shapes.

UTW – Children name some common British plants. Children know the basic scientific vocabulary to describe parts of a plant. Children know and explain a simple lifecycle. Children can recall the main events of the Easter story.

EAD – Children use everyday materials to create artwork. Children use the programme ‘Purple Mash’ to create artwork using technology. Children paint through observation and evaluate their work.

Curriculum Foundation 2: Summer 1

Overarching Theme: What a Wonderful Place to Live!

Summary Goals:

PSED – Children understand how others may be feeling, showing empathy. Children show confidence and resilience in the face of an unfamiliar activity. Children get dressed and undressed independently, fastening zips and buttons. Children understand the needs of other children and their own feelings.

C&L – Children respond to other pupils' opinions. Children listen and talk about non-fiction texts. Children follow a series of instructions directed to a group. Children contribute purposefully to a class discussion.

PD – Children explore sending and receiving and reaction and response movements. Children demonstrate strength, balance and coordination when playing. Children use a range of small tools including scissors, paintbrushes and cutlery. Children show accuracy and care when drawing.

Literacy – Children partake in daily phonics lessons (see scheme). Children anticipate key events in stories. Children answer simple inference questions. Children show an awareness of punctuation when reading. Children recognise digraphs and trigraphs from Phase 3. Children recognise and recall tricky words from Phase 2 and 3. Children write letters on the line. Children form digits 0-9 correctly. Children write sentences which include tricky words.

Mathematics – Children put numerals in order. Children explore partitioning in different ways. Children recognise up to seven objects without having to count them (subitise). Children find the total of two groups by counting on. Children explore odd and even numbers. Children explore doubles from 1-5.

UTW – Children identify and explore a range of everyday materials. Children find out information about Robin Hood using different sources such as non-fiction books and the internet. Children understand the importance of trees in the environment. Children make observations of habitats in the natural world (Sherwood Forest). Children recall facts about minibeasts, classifying them according to features.

EAD – Children create objects with a given purpose (bow and arrows). Children explore the process of weaving. Children make props to retell a story (minibeasts).

Curriculum Foundation 2: Summer 2

Overarching Theme: Splish, Splash, Splosh!

Summary Goals:

PSED – Children understand the school rules and are able to behave accordingly. Children set and work towards simple goals. Children show resilience and perseverance when trying new activities. Most children manage their own basic hygiene and personal needs, including getting changed for P.E and going to the toilet independently. Children develop self-confidence, even when a task is hard.

C&L – Through Composition sessions, children are able to listen to and talk about familiar stories. Children are introduced to rich vocabulary and are encouraged to use this in context. Children are exposed to non-fiction texts, developing knowledge of the real world. Children can take turns to listen and speak, particularly when working in small groups.

PD – Children negotiate space and obstacles safely, with consideration for themselves and others. Children demonstrate strength, balance and coordination during P.E lessons and child-initiated play. Children form most of the letters correctly within their independent activities.

Literacy – Children read books consistent with their phonics ability. Children apply the Phase 2 and 3 graphemes to their writing, in order to spell words. Children write sentences that include a capital letter and a full stop and are encouraged to add detail to their sentences using simple adjectives and conjunctions.

Maths – Children use mathematical language related to measures in their play. Children make comparisons about objects based on their length, height, weight and capacity. Children explore 2D and 3D shapes and can talk about their properties. Children select shapes appropriately during play, for example choosing a flat surface for buildings and a triangular prism for a roof. share into equal groups.

UTW – Children find out where a range of sea creatures live. Children know what sea creatures need to survive. Children understand the effect that plastic pollution has on the ocean, and the animals that live there. Children experience using technology such as the iPads to research key information.

EAD – Children paint and draw through observation. Children evaluate their own work and suggest how improvements can be made. Children use scissors independently. Children select tools and techniques needed to assemble and join materials.