



Foundation Stage 2



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

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

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| 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 <i>(record using ipads)</i> | 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 <i>(Record using ipads)</i> | Painting | 3D and clay and plasticine | Collage |
| Celebrations and Festivals | Harvest SMSC | Bonfire Night Remembrance Sunday Diwali Christmas Hanukkah SMSC | New Year's Chinese New Year Valentine's Day | Pancake Day Mother's Day Easter SMSC | Ramadan Eid SMSC | Father's Day SMSC |
| Music | Celebration Music | | Music and Movement | | Musical Stories | |
| Physical Education | Introduction to PE: Unit 2 | Fundamentals: Unit 2 | Dance: Unit 2 | Ball Skills: Unit 2 | Games: Unit 2 | Gymnastics: Unit 2 |
| <p>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 development fully.</p> | | | | | | |