

Foundation Stage 2 Curriculum Overview

The topics we introduce are starting points for the children’s play and learning and we are keen to develop topics following the children’s interests and ideas. The topics that we cover are very flexible and interest driven by the children we have in the setting. There are a lot of topic linked learning opportunities available during the Child Initiated time, but the children are also able to access other resources if their interests and learning take them in other directions.

	Autumn	Spring	Summer	Early Learning Goals (end of year expectations)
Possible Texts	Ruby’s Worries’, The Colour Monster, Leaf Man, Brown Bear Brown Bear What Do You See? , Goldilocks and the 3 Bears, The Gingerbread Man , Hickory Dickory Dock, Owl Babies , The Story of Rita and Sita, Winnie the Witch, Peppa Pig and The Lost Christmas List, Room on the Broom	The Great Race, The 3 Billy Goats Gruff , The Legend of Nian, We’re Going on a Bear Hunt , The Polar Bear and the Snow Cloud, Humpty Dumpty, Jack and Jill, The 3 Little Pigs , Jaspers Beanstalk, Mr Wolf’s Pancakes, Mabel’s Magical Garden, What The Ladybird Heard, The Easter story, Excited for Eid	Little Red Riding Hood, Incy Wincy Spider, , The Hungry Caterpillar , Spinderella, Superworm, Supertato, Life Cycle of a Butterfly, Mad about Minibeasts, The Book With no Pictures, Jabrai Jumps, The Big Bag of Worries	
Possible Topics/themes	Suggested topics as a starting point alongside children’s interests Settling in / Us /Autumn/ Festivals/Nocturnal/Where in the world	Suggested topics as a starting point alongside children’s interests Winter/Festivals/bears /growing/planting/	Suggested topics as a starting point alongside children’s interests Traditional stories/Festivals / transition/minibeasts	
Possible Experiences / enrichments	Local walk to Spinney hill park / Victoria park Trip to Leicester Museum Owl man visit Festival lights in the city centre Park warden	Farm trip – Stonehurst Farm Dance workshop? Theatre show Fire engine / police car	Zoo lab to visit with mini-beasts Beach trip Butterflies Vet Recycling centre	
PSED	<ul style="list-style-type: none"> To play co-operatively with a focus on taking turns (games / role play / bikes/laptops) Names of friends / support children to make friends / be friendly / (circle time / group games) 	<ul style="list-style-type: none"> Working together to be good friends – what makes a good friend? How to help others if you see someone hurt/upset and be sensitive to their needs 	<ul style="list-style-type: none"> Solving problems with the help of others Transition up to year 1 – how to deal/cope with this change Listen to other people’s ideas 	Building Relationships - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.
	<ul style="list-style-type: none"> To think about how they are feeling, how do feelings change through the day / week Name different feelings and start to understand the differences between them To follow a simple 1 step instruction 	<ul style="list-style-type: none"> To know how to deal with falling out with friends or if a friend makes you angry (ie not sharing / snatching your toy) To know what to do if your needs are not met instantly (calm techniques / other ways to deal with it / how to deal with your emotions) To follow a 2 step instruction 	<ul style="list-style-type: none"> Celebrating success – what can you achieve now that you couldn’t at the start of the year. Look at far you have come To follow instructions with several steps Transition up to year 1 – how to deal/cope with this change 	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.
	<ul style="list-style-type: none"> Classroom routines / expectations Right and wrong – why we sometimes need to have rules Introduction of value of the week Looking after our environment (keeping clean / tidy etc) Keeping clean / washing hands / germs 	<ul style="list-style-type: none"> Importance of eating healthy foods – look at growing vegetables How we behave when we are on trips / out of school and why this is important Taking jumpers on /off techniques to support independence 	<ul style="list-style-type: none"> Not to give up when things stand in your way – persevere if things become tough / hard Transition up to year 1 – how to deal/cope with this change 	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.
Physical Development	<ul style="list-style-type: none"> Cooperation games i.e. parachute games Different ways of moving to be explored with children (rolling/wriggling/hopping/jumping etc) Ball skills – throwing / catching Developing spatial awareness Use of large brooms / rollers to support mark making and feeding into fine motor skills 	<ul style="list-style-type: none"> Ball skills – aiming, dribbling, pushing, patting, kicking Balance – children moving confidently through dance and movement Chasing games to support negotiating space and not bumping into each other 	<ul style="list-style-type: none"> Obstacle courses – moving under, over, through and around equipment Running races / sports day style races 	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.

	<ul style="list-style-type: none"> Use of malleable resources to help develop squeezing / pinching movements Tools that promote pinching movement (pipettes/tweezers) Starting to show preference for dominant hand Lots of opportunities for mark making with different resources Use tools to effect changes on materials 	<ul style="list-style-type: none"> Letter formation - starting to form recognisable letters Handles tools, objects, construction and malleable materials with increasing control Pencil grip – hold pencil effectively with a comfortable grip 	<ul style="list-style-type: none"> Forms recognisable letters and most are correctly formed with a good pencil grip Can use small tools efficiently and accurately Still life art work to promote accuracy and care 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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.
Communication and language	<ul style="list-style-type: none"> Listen to stories being read by adults – increasing their attention Respond to simple questions asked about the stories that they have heard Listen to small groups and ask simple questions 	<ul style="list-style-type: none"> Listen to stories with greater attention and start to ask questions about what they have just heard During whole class / small group work – show good listening skills and with modelling and prompts ask relevant questions based on what they have heard 	<ul style="list-style-type: none"> During whole class and small group work – show attentive listening and ask relevant questions Hold a conversation on theme or topic with friends or adults 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Colourful semantics to support sentence structure to talk about their family – who is in their family etc small group work to talk about what they have made / painted Use of role play to practice and rehearse new vocab 	<ul style="list-style-type: none"> When growing our own plants - to talk about what will happen, how do they know this? Use of role play to practice and rehearse new vocab Talk about past trips and trips that we are going to be going on – how it made them feel? 	<ul style="list-style-type: none"> Presentations to class about minibeasts, talk about their favourite one – using clear voice etc Using role play and the learning environment to practice and rehearse new vocab Recycling – why we recycle, what may happen if we didn't 	<p>Speaking</p> <ul style="list-style-type: none"> 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.
Literacy	<ul style="list-style-type: none"> Can listen to stories being read by adults throughout the learning environment - consisting of stories with repetition so that the children feel confident to join in and predict what comes next Story sacks / props / role play to retell stories with each other – have stories read out for children to then read and pick up Simple ordering of stories start/middle/end New vocab through themes / stories highlighted and have word of the day / week – use throughout their learning 	<ul style="list-style-type: none"> Create own role play areas to help act out their own interpretation of stories, and show their understanding of the key events Sequencing New vocab through themes / stories highlighted and have word of the day / week – use throughout their learning 	<ul style="list-style-type: none"> Using traditional tales to create their own stories – change the characters / the ending / create a bad character into a good character understanding of the characters / story and to be able to ask in depth questions about why they acted behaved as they did New vocab through themes / stories highlighted and have word of the day / week – use throughout their learning 	<p>Comprehension</p> <ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> RWI speed sounds set 1 (a-z and sh/ch/th/ng/nk/ck) - daily phonics and encourage use of the new sounds learnt in the learning environment Match and say the initial sounds of objects Red words and green words to support tricky words and cv cvc words 	<ul style="list-style-type: none"> RWI recap speed sounds set 1 move onto speed sounds set 2 (ay, ar, oo, oo, ow, ee) Segmenting and blending cv cvc words Reading books that are linked to phonics sounds that have been taught Looking at fiction and non- fiction books Red and green words 	<ul style="list-style-type: none"> RWI speed sounds set 2 and learn the new sounds (or, ir, ou, oy, air, igh) Reading simple sentences aloud to others Red and green words – which includes common exception words 	<p>Word Reading</p> <ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Mark making around the learning environment using a variety of large and small writing implements to promote gross and fine motor skills – talk about what they have made Mark making to be encouraged vertically / horizontally / underneath things – use of different materials to mark make on such as tin foil/ cling film / stone / bark etc Name cards to use whenever to support name recognition and encourage writing their name Encourage writing labels for objects that they have made and display 	<ul style="list-style-type: none"> Pencil control and grip – use of fine motor skills – develop fine motor skills The learning environment supports letter formation – trace over / stencils / templates / mantra for writing the letters Spelling cvc words – use of flip flaps / magnetic letters / flash cards / cvc grids Games to support initial sounds end sounds Write a letter / card Colourful semantics to support writing 	<ul style="list-style-type: none"> Pencil grip should be comfortable and writing recognisable letters with good control and formation Writing simple sentences that they and others can read Writing common exception words in their writing such as the / like / you 	<p>Writing</p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Have the opportunity to work with different mediums to practice letter formation of the sounds learnt this term 			
Mathematics Time/shapes/money to be included throughout	<ul style="list-style-type: none"> Match and sort – use of jigsaw puzzles, loose parts to sort into bigger/smaller/colours etc Numbers up to 5 – count 1:1 / match numeral to number name / represent the numbers Comparing of numbers to 5 which is the largest number / the smallest number One more and one less up to 5 	<ul style="list-style-type: none"> Number bonds to 5 Numbers up to 6-10 – looking at representation / counting / counting an amount from a larger group / subitise Number songs 10 green bottles etc consolidation 	<ul style="list-style-type: none"> Number bonds to 10 – link to number bonds to 5 addition – adding more – look at adding two single digits – addition word problems subtraction – taking away – look at taking away from 10 - subtraction word problems doubling facts – link to ladybirds / dominos halving – reverse of doubling 	<p>Number</p> <ul style="list-style-type: none"> - 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.
	<ul style="list-style-type: none"> Exploration of patterns – simple AB patterns (boy/girl – clap/stomp – red/green – up/down etc) Making your own patterns with resources in the environment inside and outside / patterns with 2d shapes, loose parts, paints, snack etc Comparison of size / capacity - look at different sized containers, making homes for different sized animals, build a long road or tall tower, 	<ul style="list-style-type: none"> Composition of a number and looking at the patterns – link to numicon tiles balance Comparing capacity and mass –looking at balancing and the use of scales Compare groups of numbers – more /less/greater than Building previous patterns ABB – AAB – AABB Consolidation 	<ul style="list-style-type: none"> Looking at numbers beyond 10 and the patterns linked to this (10 frames/numicon) Counting beyond 20 – use of games like snakes and ladders / bingo Odd and even – use of numicon tiles / cubes Double facts - link to symmetry and ladybirds Consolidation 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> - 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.
Understanding the world	<ul style="list-style-type: none"> Look at how they have changed from being a baby to now – bring in family/baby photos can they spot who is who Past birthdays What toys did your parents/grandparents play with when they were younger? How have they changed to what you play with now? 	<ul style="list-style-type: none"> Look at the local area and what roles are there? People that help us – lollipop person / vet / dr / greengrocer / butcher / librarian (Garrett Morgan – traffic light signal) Growing our own food – how does it change as it grows? 	<ul style="list-style-type: none"> How has travel changed? How did people use to travel? How is it different to now? (Amelia Earhart – American female fly solo) Recycling / reuse – junk modelling / making our own paper – recycling centre 	<p>Past and Present</p> <ul style="list-style-type: none"> - 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.
	<ul style="list-style-type: none"> Look at where children and adults families come from – place on the world map Discuss the different countries and cultures – invite parents to come in and give a talk about the country / culture / food Celebrate the different festivals that are occurring this term (Halloween/harvest/Diwali/Eid/Christams/Bonfire night) 	<ul style="list-style-type: none"> Where are really cold places around the world? How are they similar / different to where we live Celebrate the different festivals that are occurring this term 	<ul style="list-style-type: none"> Where have you been on a summer holiday? Did you go to another country? Was it different to where we live? Celebrate the different festivals that happen this term Simple map work – make your own map / pirates / school / classroom 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> - 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.
	<ul style="list-style-type: none"> Autumn walk – collect things related to autumn / look at what happens / record their observations through the term Look at animals that hibernate and why Nocturnal and diurnal animals Changing states of matter – water/ice chocolate melting making bread Compare the differences in the local area school/to the park etc <p>(Dr Maggie Aderin- Pocock space scientist) (Dr Nira Chamberlin aerospace/math)</p>	<ul style="list-style-type: none"> Compare the differences between farm and the city – are there any similarities? Look at different animals in a zoo / farm / city Winter into spring comparisons Planting own seeds – look at how things grow and what they need – taking care of the environment (Charlotte Armah – healthy eating) Farm animals and their young 	<ul style="list-style-type: none"> Compare the beach to where we live in the city Spring into summer comparisons Life cycle of a butterfly – observe the caterpillars change in the cycle and then release the butterflies into their natural habitat 	<p>The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive arts and design	<ul style="list-style-type: none"> Self portraits / mixing of colours / look at features and name them – art gallery present to parents and chn talk about their painting Junk modelling – chn can label what they have made and display for others to see Story sacks / props / materials / boxes readily available to use in role play / retelling of stories 	<ul style="list-style-type: none"> Junk modelling – record videos of each other talking about what they have made and how – display their products in the classroom Story sacks / props / materials / boxes readily available to use in role play / retelling of stories Printing with bubbles / bubble painting 	<ul style="list-style-type: none"> Story sacks / props / materials / boxes readily available to use in role play / performing stories to the class / own narrative Use of hammers to create prints with flowers / outside nature Water colours / textured paint with sand or mud etc Fine brushes / colour mixing 	<p>Creating with Materials</p> <ul style="list-style-type: none"> - 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.

<ul style="list-style-type: none"> • Use of clay and playdough explore adding water / cutting with scissors • Block printing patterns • Large brushes/brooms/rollers <p>(Kandinsky and Yayoi Kusama– circles / Andy Goldsworthy – natural art / Frank Bowling – poured paintings / Kehinde Wiley - portraits)</p>	<ul style="list-style-type: none"> • Use of oil pastels / chalk to create different textures • Nature brushes – how to create different textures with natural materials in the outside environment • Chinese art <p>(Vincent Van Gogh – sunflowers / Giuseppe Arcimboldo – vegetable pictures / Hew Locke – sculptor / Edward Saidi Tingatinga – African art)</p>	<ul style="list-style-type: none"> • End of year art exhibition – present to their family / siblings in school / whole school? <p>(Pablo Picasso – on the beach / Georgia O’Keeffe – flowers / Frida Kahlo / Romero Britto – bright art work / Louise Nevelson – recycle objects to create sculptures)</p>	
<ul style="list-style-type: none"> • songs to go with the classroom routine • songs to go with seasons / themes • nursery rhymes and songs during the day to build up a repertoire of songs that they will remember from memory • use of role play / puppets / theatre to encourage and support story telling 	<ul style="list-style-type: none"> • Use of ict backgrounds / green screening to invent and recreate stories with friends and the support of adults • Performing songs and readings to each other / other classes / parents 	<ul style="list-style-type: none"> • Dance festival – showcase their own dances and group dances • Create own dances and songs and perform to each other 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - 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.