

Foundation 2 Long-term Curriculum Plan

	Term 1		Term 2		Term 3	
Topics	Settling In/All About Me People Who Help Us	Transport All Around the World Qatar	Animals • Farm • Jungle • Minibeasts	Water • Pirates • Under the Sea • The Beach	• Space • Once Upon a Time	• Once Upon a Time • Transition
Key Texts	T4W: Baseline assessments -2 weeks ‘Mama Llama Misses Mama’ Imitation - 2 weeks ‘Fireman Sam’ Imitation – 2 weeks Innovation – 2 weeks 8 weeks total	T4W: ‘The Little Red Hen’ Imitation – 2 Weeks Innovation – 2 Weeks Fact Files on The Little Red Hen – 1 weeks Innovated Fact Files – 1 week (Literacy assessments) - 1 week 6 weeks total	T4W: ‘We’re Going on a Bear Hunt’ Imitation – 2 weeks Innovation – 1 week Innovate the character Innovation - 1 week Innovate the setting Invention -List of objects to bring bear hunting – 1 week 5 weeks total	T4W: ‘We’re Going on a Bear Hunt’ -Innovate the list to what you would bring to the beach – 1 weeks Creative independent writing – 2 weeks Literacy assessments – 2 weeks Intervention – 2 weeks 7 weeks	T4W: ‘Sara and the Space Ladder’ Imitation – 2 weeks Innovation – 1 weeks Comparison to Jack and The Beanstalk – 1 week Non Fiction Instructional Writing – How to plant a seed – 2 weeks Children tell own stories in Story Tray – 2 week Assessments – 1 weeks	T4W: ‘Sara and the Space Ladder’ Assessments – 1 weeks Recap – 1 week 2 weeks

					9 weeks	
PSED	Identify and express their own feelings Understand healthy living and make healthy choices	Think about the perspectives of others Show understanding of others feelings (empathy)	Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.	Follow instructions- making models etc.	Be confident to try new activities Develop independence	Set and work towards simple learning goals (link to own reports)
CL	Be able to express a point of view Express ideas and feelings	Listen and respond to stories Make comments about what they have heard	Acquire and use new vocabulary	Respond to non fiction texts and stories Ask questions and respond appropriately	Offer explanations for why things happen Ask questions and respond appropriately	Offer explanations and responses to stories and experiences Speak audibly and in full sentences
PD	Develop the skills needed to get through the school day e.g. lining up Revise and use fundamental movement skills	Use core muscle strength to achieve good posture (start to develop handwriting posture)	Negotiate space and obstacles safely Use a range of tools effectively	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	Demonstrate different ways of moving	Use a range of small tools effectively
Literacy	Revisit phase 1 skills Listening Discrimination of sounds Initial sounds Name writing Fine motor- pencil control	Phase 2 phonics (9) Week 1, Autumn 2 - ff, ll, ss, j (10) Week 2 – v, w, x, y (11) Week 3 – z, zz, qu (12) Week 4 - sh,th, ng, nk	Phase 3 phonics Week 1 –ai, ee, igh, oa Week 2 – oo, oo , ar, or Week 3 –ur, ow, oi, ear Week 4 – air, er (words with double letters dd, mm, tt, bb) Week 5 – Longer words	Phase 3 phonics (6) Week 1- review ai. Ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear (7) Week 2 - review Phase 3: er air words with double letters longer words	Phase 4 phonics Week 1- short vowels CVCC Week 2- short vowels CVCC CCVC Week 3 – short vowels CCVCC CCCVC CCCVCC longer words	Phase 4 (6) Week 1- long vowel sounds CVCC CCVC (7) Week 2- long vowel sounds CCVC CCCVC CCV CCVCC (8) Week 3 – Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words

	Listen to stories and retell Week 1: Baselines Week 2: Baselines Teaching Weeks (4 Week 1-s,a,t,p (5) Week 2-i,n,m,d (6) Week 3-g,o,c,k, (7) Week 4-ck,e,u, r (8) Week 5-h,b,f, l Tricky Words – (6) Week 3- is (7) Week 4 – I (8) Week 5 – the (8) Week 6 (week 1 Autumn 2) – put, pull, full, as	(13) week 5 – words with s added at the end (hats, sits). (14) Assessments Tricky words – (9) Week 1 Autumn 2 – put, pull, full, as (10) Week 2 – and, has, his, her (11) Week 3 – go, no, to, into (12) Week 4 – she, push*, he, of (13) Week 5 – we, me, be Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Tricky Words – Week 1 – Week 2 – was, you, they Week 3- my, by, all Week 4- are, sure pure Week 5 - Letter formation Initial sounds and CVC labels (extend to captions) Draw vocabulary and knowledge from non fiction books and stories	(8) Week 3 - words with two or more digraphs (9) Week 4 - longer words words ending in –ing compound words (10) Week 5 - longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ (11) Assessments (12) Assessments Tricky Words – Review all taught so far Secure spelling Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts	Week 4 – longer words compound words Week 5 – root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky Words – Week1 – said, so, have, like Week 2 – some, come, love, do Week 3 – were, here, little, says Week 4 – there, when, what, one Week 5- out, today Captions and sentences Use and understand new vocabulary from stories, poems and non fiction Discuss what they know/ have found out Sequence and retell stories	ending –es longer words (9) Week 4 – root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ (10) Week 5 – Phase 4 words ending in: –s /s/, –s /z/, –es longer words Tricky Words – Review all taught so far Secure spelling Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
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Maths	Week 1: Baselines Week 2: Baselines Week 3: Week 4: Unit 1: Numbers to 5 Week 5: Unit 2: Comparing Groups within 5 Week 6: Unit 2: Comparing Groups within 5 Week 7: Unit 4: Change within 5 (one more than) Week 8: Unit 4: Change within 5 (one less than). 8 weeks total	Week 9: Unit 5: Number bonds within 5. Week 10: Unit 7: Numbers to 10 Week 11: Unit 7: Numbers to 10 Week 12: Unit 8: Comparing numbers within 10. Week 13: Assessment Week 14: Assessment Week 15: Recap 6 weeks total	Week 1: Unit 9: Addition to 10 Week 2: Unit 9: Addition to 10 Week 3 – Unit 10: Measure (length, weight, height) Week 4: Unit 11: Number bonds to 10 Week 5: Unit 11: Number bonds to 10 5 weeks total	Week 6: Unit 12: Subtraction Week 7 – Unit 12: Subtraction Week 8 – Unit 13: Exploring patterns Week 9 – Unit 14: Counting on and counting back Week 10 – Unit 14: Counting on and counting back Week 11: Assessment Week 12: Assessment	Week 1: Unit 15: Numbers to 20 Week 2: Unit 16: Numerical patterns Week 3: Unit 16: Numerical patterns Week 4: Unit 1 Week 5: Unit 16: Numerical patterns Week 6- Unit 17: Shape (Composing and decomposing shapes) Week 7 – interventions (addition/subtraction/number bonds) Week 8 - interventions (addition/subtraction/number bonds) Week 9 - Assessments	Week 10: Unit 18: Measure (Volume and capacity) Week 11: <u>Unit 19: Sorting</u>
Understanding the World	Talk about the lives of people familiar to them- branching out to careers Know some similarities and	Explore differences in life in this country and other countries- stories Map work linked to stories	Know some similarities and differences between the world around them and contrasting environments	Compare and contrast the past with the present day- use books, stories, characters and images	Explore the natural world, observing and describing the world around them	Compare and contrast the past Contrast environments

	differences between religious and cultural communities	Know some similarities and differences between religious and cultural communities	Know some similarities and differences between religious and cultural communities	Map work related to transport		
Expressive Arts and Design	Explore the use of colour and design Talk about designs	Make use of props and materials in the role play area to re create well known stories Perform songs and stories	Explore the use of tools and materials	Invent and adapt stories through their role play and small world play Create and adapt designs	Perform poems Explore the use of tools and share designs etc.	Invent and adapt stories through their role play and small world play

Many of the learning objectives in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts. Use learning objective breakdowns to see how they can be supported/ enhanced in the provision.