

## Curriculum: Long Term Plan: 2024- 2025: YEAR Foundation

See individual progression documents for further detail

|                                                                          | Autumn I                                                                                         | Autumn II                                                                                                                                   | Spring I                                                                                                                                                                        | Spring II                                                                                                                                                                  | Summer I                                                                                                                           | Summer II                                                                                                                                                    |
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| <b>Learning Focus:</b>                                                   | <b>ADVENTURE</b><br>Me and My Family                                                             | <b>INVESTIGATE</b><br>Travel and Transport                                                                                                  | <b>DISCOVER...</b><br>Once Upon a Time                                                                                                                                          | <b>CURIOSITY...</b><br>Royalty                                                                                                                                             | <b>EXPLORE...</b><br>My Place in the World<br>(food, animals)                                                                      | <b>CHANGES...</b><br>Growing                                                                                                                                 |
| <b>Enrichment<br/>incl. Outcomes:</b>                                    | <b>Enrichment:</b><br>Show and tell                                                              | <b>Enrichment:</b><br>Sherwood Pines                                                                                                        | <b>Enrichment:</b><br>Drama workshop<br>Fairy Tale day                                                                                                                          | <b>Enrichment:</b><br>Oral Hygiene workshop<br>Teddy Bears Hospital                                                                                                        | <b>Enrichment:</b><br>Cooking<br>Walk to local shop                                                                                | <b>Enrichment:</b><br>Flora Lands Farm<br>Butterfly lifecycle                                                                                                |
| <b>Role Play<br/>Outdoor<br/>Indoor</b>                                  | Home Corner                                                                                      | Home corner<br>Transport Hub                                                                                                                | Home corner + Goldilocks<br>and the three bears.<br>Space station<br>Potion making                                                                                              | Home corner + Royal<br>enhancement<br>Fire station – (other<br>following child's interest)                                                                                 | Home corner + clothing<br>and food around the<br>world.<br>Shop and picnic area                                                    | Home corner + pets.<br>Garden Centre                                                                                                                         |
|                                                                          | Home Corner using enrichment opportunities (determined by festivals, celebrations, weather)      |                                                                                                                                             |                                                                                                                                                                                 |                                                                                                                                                                            |                                                                                                                                    |                                                                                                                                                              |
| <b>Class Reading<br/>Book</b><br><br><b>See MTP for<br/>Vocab taught</b> | F2<br>My Adventure Island<br>Gruffalo<br><br>F1 N2<br>Owl Babies<br>Were going on a bear<br>hunt | F2<br>Mrs Amitage on Wheels<br>Where the Wild things<br>are<br><br>F1 N2<br>My Gumpys outing<br>The Train Ride<br><br>F1 N1<br>Rosie's Walk | F2<br>Room on the Broom<br>The Gingerbread Man<br><br>F1 N2<br>Whatever Next<br>Goldilocks and the Three<br>bears<br><br>F1 N1<br>The Three Little Pigs<br>Each Peach Pear Plum | F2<br>What the Ladybird Heard<br>on Holiday<br>Dogger<br><br>F1 N2<br>The Queens Hat<br>Goodnight Moon/The<br>Tiger who came to tea<br><br>F1 N1<br>Dear Zoo<br>You choose | F2<br>Supertato<br>Handas Surprise<br><br>F1 N2<br>Elmer<br>Farmer duck<br><br>F1 N1<br>Brown Bear, Brown Bea<br>Duck in the Truck | F2<br>Oliver's Vegetables<br>The Tiny Seed<br><br>F1 –<br>The Hungry Caterpillar<br>Sam plants a sunflower<br><br>F1 N1<br>I want to be<br>Jaspers beanstalk |



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|                                                                                                       | <b>Vocab</b><br>Family<br>Friendship<br>Agreement<br>Disagreement                                                                                                                                                                                                                                                                                                         | <b>Vocab</b><br>Relationship<br>Feelings<br>Manners | <b>Vocab</b><br>Internet<br>Worries<br>Change | <b>Vocab</b><br>Medicine<br>Health                                                                                                                                                                    | <b>Vocab</b><br>Clean<br>Hygiene<br>Safe | <b>Vocab</b><br>Fruit<br>Vegetable<br>Achievement |
| <b>Communication &amp; Language</b><br><br><b>SEE Communication and Language progression document</b> | <p> Opportunities for story tell and story play.<br/> Staff interactions.<br/> Scaffolding language.<br/> Communication friendly spaces.<br/> Ordinarily available provision – story corner, small world, role play area, book corner.<br/> Weekly singing.<br/> Bookstart<br/> Communication with parents.<br/> My Interest Days<br/> Enrichment and learning away. </p> |                                                     |                                               |                                                                                                                                                                                                       |                                          |                                                   |
| <b>Physical Development</b>                                                                           | Gross Motor ordinarily available provision<br>Large loose parts                      Large water area<br>Climbing frame                      Tyres<br>Large construction<br>Athletics self choice shed<br>Dig pit                                                                                                                                                         |                                                     |                                               | Fine Motor ordinarily available provision<br>Playdough                      Writing tools<br>Cutting tools                      Construction<br>Loose parts                      Threading<br>Dig pit |                                          |                                                   |

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| <b>Gross motor</b> | <p>F2<br/>P.E. slots<br/>Rules of P.E<br/>Walking up stairs in the line<br/>Making space<br/>Jumping/climbing</p> <p>F1 N2<br/>Climbing equipment<br/>Sitting<br/>Using the toilet</p>                      | <p>F2<br/>P.E. slots<br/>Using hands<br/>Travelling in different ways<br/>Building with purpose<br/>Throwing<br/>Catching</p> <p>F1 N2<br/>Balancing<br/>Putting coats on<br/>Using stairs</p>  | <p>F2<br/>P.E. slots<br/>High, low, under, over<br/>Obstacle courses<br/>Dressing up<br/>Use large props in performances<br/>Crawling and hopping</p> <p>F1 N2<br/>Coats on<br/>Moving large parts<br/>Large mark making</p> <p>N1<br/>Using large muscle movements</p>                                             | <p>F2<br/>P.E. slots<br/>Den building<br/>Using balls with feet<br/>Kicking</p> <p>F1 N2<br/>P.E. slots<br/>Movement to stories<br/>Dressing up<br/>Rolling and catching<br/>Jumping safely</p> <p>N1<br/>Jumping in place</p>    | <p>F.2.<br/>P.E. slots<br/>Aim – Targets<br/>Throwing a ball with height<br/>Basketball</p> <p>F1 N2<br/>P.E. slots<br/>Balance – Under and over equipment.</p> <p>N1<br/>Climb and balance</p>                                                                                                                                                 | <p>F.2.<br/>PE slots<br/>Using bats and rackets<br/>Running</p> <p>F1 N2<br/>P.E. slots<br/>Digging<br/>Balancing on one leg<br/>Hopping</p> <p>N1<br/>Moving safely around objects<br/>Roll and throw balls</p>                                                                                       |
| <b>Fine Motor</b>  | <p>F2<br/>Pen Pals Handwriting<br/>Pencil Grip<br/>Mark making left to right<br/>Connecting pieces<br/>Letters from name</p> <p>F1 N2<br/>Pen pals handwriting<br/>Making snips in paper using scissors</p> | <p>F2<br/>Pen Pals Handwriting<br/>Pencil Grip<br/>Using scissors to cut out<br/>Fine motor morning mission<br/>Using zips</p> <p>F1 N2<br/>Pen pals handwriting<br/>Cutting lines<br/>Zips</p> | <p>F2<br/>Pen Pals Handwriting<br/>Gloves on<br/>Fine motor morning mission<br/>Threading in small holes</p> <p>F1 N2<br/>Pen pals handwriting<br/>Drawing characters<br/>Accurate threading<br/>Rolling and manipulating dough</p> <p>N1<br/>Turn single pages<br/>Wrist actions<br/>Squeeze and pulling dough</p> | <p>F2<br/>Pen Pals Handwriting<br/>Using woodwork tools</p> <p>F1 N2<br/>Pen Pals handwriting<br/>Using small resources in creative area.</p> <p>N1<br/>Mark making<br/>Small loose parts<br/>Using constructions for purpose</p> | <p>F2<br/>Pen Pals Handwriting<br/>Accurate drawing<br/>Slicing and chopping vegetables<br/>Record letters with consistent size</p> <p>F1 N2<br/>Pen Pals Handwriting<br/>Name writing<br/>Slicing and chopping vegetables.<br/>Using variety of tools<br/>Drawing straight lines</p> <p>N1<br/>Open and close scissors<br/>Drawing circles</p> | <p>F2<br/>Pen Pals Handwriting<br/>Clear formed sentences<br/>Cutting straight and curved lines<br/>Sitting letters on the line</p> <p>F1 N2<br/>Pen Pals Handwriting<br/>Name writing<br/>Forming new letters<br/>Pencil Grip<br/>Accurate drawings</p> <p>N1<br/>Drawing in different directions</p> |

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| <div> <div> <b>Literacy</b><br/> Daily whole class reading sessions.<br/> 1:1 Readers in F2<br/> F1 can access library.<br/> Guided write.<br/> F1 independent mark making half termly. </div> <div> <b>Universally available provision will include:</b><br/> Writing area with a range of writing tools and equipment.<br/> Resources to make books.<br/> Reading corner with books shelves.<br/> Clipboard and writing tool bags.<br/> Story telling area. </div> <div> Book puppets<br/> Envelopes and cards<br/> Phonetic labels </div> </div> |                                                                                                                              |                                                                                                             |                                                                                          |                                                                                          |                                                                                                                      |                                                                                          |
| <b>Comprehension</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Class reader<br>1:1 Readers<br>Puppets for each book.<br>Family books                                                        | Class reader<br>1:1 Readers<br>Puppets for each book.<br>Understanding maps                                 | Class reader<br>1:1 Readers<br>Puppets for each book.<br>Fairy tale drama.               | Class reader<br>1:1 Readers<br>Puppets for each book.<br>Books from the past             | Class reader<br>1:1 Readers<br>Puppets for each book.<br>Books from different cultures<br>Following recipes          | Class reader<br>1:1 Readers<br>Puppets for each book.                                    |
| <b>Word Reading</b><br><br><b>Phonics – Little Wandles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Phase 2 phonics F2<br>Phonetically decodable reading books<br>Decodable labels and vocab                                     | Phase 2 phonics F2<br>Phonetically decodable reading books<br>Decodable labels and vocab                    | Phase 3 phonics F2<br>Phonetically decodable reading books<br>Decodable labels and vocab | Phase 3 phonics F2<br>Phonetically decodable reading books<br>Decodable labels and vocab | Phase 4 phonics F2<br>Phonetically decodable reading books<br>Decodable labels and vocab<br>Reading challenge – F2.  | Phase 4 phonics F2<br>Phonetically decodable reading books<br>Decodable labels and vocab |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Phase 1 + Foundations for Phonics.                                                                                           | Phase 1 + Foundations for Phonics.                                                                          | Phase 1 + Foundations for Phonics.                                                       | Phase 1 + Foundations for Phonics.                                                       | Phase 1 - Foundations for Phonics.                                                                                   | Foundations for Phonics.                                                                 |
| <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Listening and writing initial sounds.<br>Segmenting words.<br>Name writing<br>Self portraits and family portrait with labels | Blending words back together – reading cvc words.<br>Writing directions<br>Retelling events – learning away | Introduction of full stops and capital letters.<br>Captions                              | Writing sentences using words spelt phonetically.<br>Introduction of finger spaces.      | Writing simple sentences using some irregular common words.<br>Recipes<br>Story maps and retell.<br>Adapting stories | Writing simple sentences using some irregular common words.<br>Narratives                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Name writing<br>Mark Making<br>Letter formation<br>Self portraits                                                            | Name writing<br>Mark Making<br>Letter formation<br>Cars and vehicles                                        | Name writing<br>Mark Making<br>Letter formation<br>Fairy tale recount pictures           | Name writing<br>Mark Making<br>Letter formation<br>Shopping lists                        | Name writing<br>Mark Making<br>Letter formation<br>Ipad writing.                                                     | Name writing<br>Mark Making<br>Letter formation                                          |
| <b>Mathematics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | F1                                                                                                                           | F1                                                                                                          | F1                                                                                       | F1                                                                                       | F1                                                                                                                   | F1                                                                                       |

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|                                                                                                                                                 | <p>Comparing – ‘Same’, ‘Most’, ‘More’<br/>Careful counting<br/>1, 2, 3</p> <p>F2<br/>Match<br/>Sort<br/>Compare<br/>Count and compose<br/>1,2,3</p>                                                                                                         | <p>2D Shapes<br/>Estimating<br/>‘Enough’</p> <p>F2<br/>2D Shape<br/>2D shape properties<br/>Count and compose 4 and 5<br/>Number bonds to 5</p>                                                                                                                                                          | <p>N1<br/>Shape – the same<br/>Simple repeating pattern<br/>N2<br/>Repeating patterns<br/>Recognising numerals<br/>Counting objects with 1:1 correspondence</p> <p>F2<br/>Count and compose 6, 7, 8, 9.<br/>1 more and 1 less</p>                                      | <p>N1<br/>Reciting numbers<br/>Counting songs<br/>Reducing amounts<br/>N2<br/>Matching numeral to amount<br/>Length<br/>Comparing length<br/>Comparing size<br/>Comparing weight</p> <p>F2<br/>Count and compose 10<br/>Number bonds to 10<br/>Addition and subtraction within 10<br/>Subitising</p> | <p>N1<br/>Counting small groups<br/>Matching size<br/>Prepositions<br/>N2<br/>Sequencing events<br/>Direction<br/>Prepositions</p> <p>F2<br/>Recognising teen numerals<br/>Composition of teen numbers<br/>Counting to and beyond 20<br/>Estimating above 20</p> | <p>N1<br/>Subitising 1-3<br/>Using manipulatives for purpose<br/>Counting small amounts<br/>1:1 correspondance<br/>N2<br/>Solving number problems<br/>Combining groups<br/>Partitioning groups<br/>Subitising 1-5</p> <p>F2<br/>Doubling<br/>Sharing equally<br/>Odd and even</p>        |
| <p><b>Understanding the World</b></p> <p><b>F1 and F2 differentiated by outcome.</b></p> <p><b>SEE UTW PROGRESSION</b></p> <p><b>R.E F2</b></p> | <p>Discuss and compare the people around them.<br/>My interest’s day.<br/>Using and looking at maps.<br/>Comparing homes.<br/>Talk about members of family and community.<br/>Describing self and self-portraits.<br/>Occupations of those around them.</p> | <p>Forests<br/>Transport – How do different people travel in different places.<br/>F1 naming transport<br/>F2 explaining which transport you would use to reach different places.<br/>Different modes of transport.<br/>Different occupations and their transport.<br/>Boats – floating and sinking.</p> | <p>Describe the settings in stories – compare same and different.<br/>Costumes – materials compare.<br/>Changes in materials – link melting and freezing – use to create own stories.<br/>Explore locations featured in stories.<br/>Fairies, dragons and castles.</p> | <p>Past and present<br/>People around them<br/>Royal family – who are they?<br/>Aware that the royal family has changes overtime.<br/>Understand the past through stories – Dogger<br/>Learning about castles<br/>What were you like as a baby? How were you different? How were you the same?</p>   | <p>Other cultures<br/>Homes<br/>Countries<br/>Food – Cooking world dishes.<br/>Clothing – compare across the world.<br/>Maps and globes<br/>Comparing different places in the world.</p>                                                                         | <p>Growing seeds, beans, flowers, veg etc<br/>Observing changes<br/>Caring for living things<br/>Lifecycles<br/>Seasons – current season – recap events through the year</p> <p>I know how to care for living things<br/>I can grow seeds and other plants<br/>I can observe changes</p> |

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|                                                          | Which stories are special and why?                                                                                                                                                                              | Which people are special and why?                                                                                                       | What places are special and why?                                                                                                                                                                                                    | What times are special and why?                                                                             | Who are we and how do we belong?                                                                                                                                                               | How can we care for living things and the earth?                                                                                                                              |
| Expressive Arts & Design<br><br>See MTP for Vocab taught | F1<br>Explore features of a home corner<br><br>Represent faces of people they know.                                                                                                                             | F1<br>Explore materials of different sizes and scales.<br><br>Explore different textures of materials and what they could be used for.  | F1<br>Begin to mix colours and explore what happens when 2 colours are mixed.<br><br>Use instruments to create their own music.                                                                                                     | F1<br>Listen to music from different historical periods.<br><br>Represent emotions in their drawings.       | F1<br>Listen to music from different cultures.<br><br>Sing songs and match pitch of sounds.                                                                                                    | F1<br>Create own songs and improvise songs they know.<br><br>Join materials in different ways to create objects.                                                              |
|                                                          | F2<br>Draw carefully with purpose to represent themselves and people around them.<br><br>Look carefully at features of the natural world and discuss how to recreate the shapes and textures of these features. | F2<br>Plan and create representations of objects, using different materials. Discuss how problems can be solved throughout the process. | F2<br>Develop colour mixing skills. Observe carefully to match colours and use appropriate colours for what they are creating.<br><br>Watch performance from drama workshop, discuss the performance and express feelings about it. | F2<br>Express feelings through art and performance.<br><br>Perform variety of well-known stories and poems. | F2<br>Listen to and discuss music from around the world. Experience traditional and folk music from Britain and create dances to the music.<br>Discuss changes and patterns as music develops. | F2<br>Use different types of glue and tape and use them affectively for joining materials.<br><br>Follow the melody of songs and match the pitch in different types of music. |

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|  | <p><b>F2</b><br/> <b>Art &amp; DT</b><br/> <b>Poonac</b><br/> <i>Using drawing tools:<br/> pencils, pens, crayons<br/> etc.</i><br/> <i>Exploring texture</i><br/> <i>Represent people,<br/> shapes, objects</i><br/> <i>Independent drawings<br/> using different media</i></p> | <p><b>F2</b><br/> <b>Art &amp; DT</b><br/> <b>Mark Rothko</b><br/> <i>Name and use primary<br/> colours</i><br/> <i>Make marks on paper</i><br/> <i>Experimenting mixing<br/> colours</i><br/> <i>Name tools used</i></p> | <p><b>F2</b><br/> <b>Art &amp; DT</b><br/> <b>Anne Ryan</b><br/> <i>Handle &amp; feel<br/> manipulatives</i><br/> <i>Make simple collages</i><br/> <i>Observe weaving patterns<br/> with paper &amp; string (under<br/> &amp; over)</i></p> | <p><b>F2</b><br/> <b>Art &amp; DT</b><br/> <b>Anthony Caro</b><br/> <i>Handling manipulatives</i><br/> <i>Shape &amp; model using<br/> manipulatives</i><br/> <i>Construct &amp; represent with<br/> objects and materials<br/> independently</i></p> | <p><b>F2</b><br/> <b>Art &amp; DT</b><br/> <b>David McKee</b><br/> <i>Make simple repeating<br/> patterns with objects and<br/> shapes</i><br/> <i>Make irregular patterns<br/> using objects and shapes</i><br/> <i>Creating simple symmetry<br/> with few objects</i></p> | <p><b>F2</b><br/> <b>Art &amp; DT</b><br/> <b>William Morris</b><br/> <i>Make rubbings across a<br/> flat surface</i><br/> <i>Print using a range of<br/> objects</i></p> |
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