

Curriculum: Long Term Plan: 2025- 2026: YEAR Foundation

See individual progression documents for further detail

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

Personal, Social & Emotional Development PSHE	F1 Starting school – School rules, expectations Selecting and using resources and how to put away Learning with other children – how to show kindness and respect	F1 Anti-bullying week Using vocabulary linked to feelings Learning and following of school rules	F1 Sharing Turn Taking Taking responsibility	F1 Asking questions Developing independence Communicating need and feelings	F1 Solving conflicts School routines	F1 Changes Transition to F2 Goals for F2 Noticing how others are feeling
	F2					
	Families and People who care for me: (r) Caring Friendships: (r) Showing respect Independence into the classroom Understanding expectations Waiting	Respectful Relationships: (r) Considering feelings of others Adapting behaviour Managing own cleanliness	Mental Well-being (pmh) Internet Safety and Harms (pmh) Explain own feelings and those of others Moderating own emotions Engage in conversation listening to others	Finance Drugs, Alcohol and tobacco (pmh) Developing confidence Working with younger children Organising themselves for learning	Health and Prevention: (pmh) - Being safe: (r) Articulating feelings and then creating solutions Being safe in and out of school Knowing how adults keep us safe	Physical health and fitness (pmh) - Healthy eating (phm) Moving on Becoming an Active Citizen Independence in different aspects of learning. Transition to year 1 Managing change

Communication & Language SEE Communication and Language progression document	Opportunities for story tell and story play. Staff interactions. Scaffolding language. Communication friendly spaces. Ordinarily available provision – story corner, small world, role play area, book corner. Weekly singing. Communication with parents. My Interest Days Enrichment and learning away.					
Physical Development	Gross Motor ordinarily available provision Large loose parts Climbing frame Large construction Athletics self choice shed Dig pit Large water area Tyres Fine Motor ordinarily available provision Playdough Cutting tools Loose parts Dig pit Writing tools Construction Threading					
Gross motor	F2 P.E. slots Rules of P.E Walking up stairs in the line Making space Jumping/climbing F1 N2	F2 P.E. slots Using hands Travelling in different ways Building with purpose Throwing Catching F1 N2	F2 P.E. slots High, low, under, over Obstacle courses Dressing up Use large props in performances Crawling and hopping	F2 P.E. slots Den building Using balls with feet Kicking F1 N2 P.E. slots	F.2. P.E. slots Aim – Targets Throwing a ball with height Basketball	F.2. PE slots Using bats and rackets Running F1 N2 P.E. slots Digging Balancing on one leg

	Climbing equipment Sitting Using the toilet	Balancing Putting coats on Using stairs	F1 N2 Coats on Moving large parts Large mark making N1 Using large muscle movements	Movement to stories Dressing up Rolling and catching Jumping safely N1 Jumping in place	F1 N2 P.E. slots Balance – Under and over equipment. N1 Climb and balance	Hopping N1 Moving safely around objects Roll and throw balls
Fine Motor	F2 Pen Pals Handwriting Pencil Grip Mark making left to right Connecting pieces Letters from name F1 N2 Pen pals handwriting Making snips in paper using scissors	F2 Pen Pals Handwriting Pencil Grip Using scissors to cut out Fine motor morning mission Using zips F1 N2 Pen pals handwriting Cutting lines Zips	F2 Pen Pals Handwriting Gloves on Fine motor morning mission Threading in small holes F1 N2 Pen pals handwriting Drawing characters Accurate threading Rolling and manipulating dough N1 Turn single pages Wrist actions Squeeze and pulling dough	F2 Pen Pals Handwriting Using woodwork tools F1 N2 Pen Pals handwriting Using small resources in creative area. N1 Mark making Small loose parts Using constructions for purpose	F2 Pen Pals Handwriting Accurate drawing Slicing and chopping vegetables Record letters with consistent size F1 N2 Pen Pals Handwriting Name writing Slicing and chopping vegetables. Using variety of tools Drawing straight lines N1 Open and close scissors Drawing circles	F2 Pen Pals Handwriting Clear formed sentences Cutting straight and curved lines Sitting letters on the line F1 N2 Pen Pals Handwriting Name writing Forming new letters Pencil Grip Accurate drawings N1 Drawing in different directions
				Oral Hygiene		
Literacy Daily whole class reading sessions. 1:1 Readers in F2 F1 can access library. Guided write. F1 independent mark making half termly.				Universally available provision will include: Writing area with a range of writing tools and equipment. Resources to make books. Reading corner with bookshelves. Clipboard and writing tool bags. Story telling area. Book puppets Envelopes and cards Phonetic labels		

Comprehension	Class reader 1:1 Readers Puppets for each book. Family books	Class reader 1:1 Readers Puppets for each book. Understanding maps	Class reader 1:1 Readers Puppets for each book. Fairy tale drama.	Class reader 1:1 Readers Puppets for each book. Books from the past	Class reader 1:1 Readers Puppets for each book. Books from different cultures Following recipes	Class reader 1:1 Readers Puppets for each book.
Word Reading Phonics – Little Wandles	Phase 2 phonics F2 Phonetically decodable reading books Decodable labels and vocab	Phase 2 phonics F2 Phonetically decodable reading books Decodable labels and vocab	Phase 3 phonics F2 Phonetically decodable reading books Decodable labels and vocab	Phase 3 phonics F2 Phonetically decodable reading books Decodable labels and vocab	Phase 4 phonics F2 Phonetically decodable reading books Decodable labels and vocab Reading challenge – F2.	Phase 4 phonics F2 Phonetically decodable reading books Decodable labels and vocab
	Phase 1 + Foundations for Phonics. See little wandle progression.	Foundations for Phonics. See little wandle progression.	Foundations for Phonics. See little wandle progression.	Foundations for Phonics. See little wandle progression.	Foundations for Phonics. See little wandle progression.	Foundations for Phonics. See little wandle progression.
Writing	Listening and writing initial sounds. Segmenting words. Name writing Self portraits and family portrait with labels	Blending words back together – reading cvc words. Writing directions Retelling events – learning away	Introduction of full stops and capital letters. Captions	Writing sentences using words spelt phonetically. Introduction of finger spaces.	Writing simple sentences using some irregular common words. Recipes Story maps and retell. Adapting stories	Writing simple sentences using some irregular common words. Narratives
	Name writing Mark Making Letter formation Self portraits	Name writing Mark Making Letter formation Cars and vehicles	Name writing Mark Making Letter formation Fairy tale recount pictures	Name writing Mark Making Letter formation Shopping lists	Name writing Mark Making Letter formation Ipad writing.	Name writing Mark Making Letter formation
Mathematics	F1 White Rose Maths: Comparison 1 Shape Space and Measure 1 Pattern 1 Counting 1	F1 White Rose Maths: Pattern 2 Shape, Space and Measure 2 Subitising 2 Counting 3	F1 N1 Shape – the same Simple repeating pattern N2	F1 N1 Reciting numbers Counting songs Reducing amounts	F1 N1 Counting small groups Matching size Prepositions	F1 N1 Subitising 1-3 Using manipulatives for purpose

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

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

	F2 Art & DT Poonac Using drawing tools: pencils, pens, crayons etc. Exploring texture Represent people, shapes, objects Independent drawings using different media	F2 Art & DT Mark Rothko Name and use primary colours Make marks on paper Experimenting mixing colours Name tools used	F2 Art & DT Anne Ryan Handle & feel manipulatives Make simple collages Observe weaving patterns with paper & string (under & over)	F2 Art & DT Anthony Caro Handling manipulatives Shape & model using manipulatives Construct & represent with objects and materials independently	F2 Art & DT David McKee Make simple repeating patterns with objects and shapes Make irregular patterns using objects and shapes Creating simple symmetry with few objects	F2 Art & DT William Morris Make rubbings across a flat surface. Print using a range of objects.
Music Charanga Creative Music Scheme	F1: Bounce into Action - Find the beat of the piece of music - Develop fine and gross motor skills	F1: Rainbow Magic - Sing lyrics clearly - Know that music can tell a story	F1: Happy Talk - Sing whole songs - Respond to musical messages and changes.	F1: Amazing Animals - Move creatively to music 'in character' - Listen and respond with increased attention and express feelings about the music.	F1: Number Fun - Find and keep the beat with different songs - Play instruments with developing control	F1: Beep Beep Toot Toot - Play instruments with increasing control in the correct section of a song. - Develop accuracy in following signals to start and stop correctly.
	F2: Chant to the Animals - Explore and learn chants	F2: Creative Moves - Find and move to the beat.	F2: Liltng Lullaby - Pitch match with accuracy when singing.	F2: Number Time - Sing with expression	F2: Wellbeing Matters - Learn to explore and share emotions	F2: Rhythm Adventure - Sing songs rhythmically

	that tell a story. - Know that a chant uses speaking voices musically	- Move creatively, expressively and with control.	- Feel the lilt of a 2-3 pattern of beats in music with five beats.	- Hear, draw and sing melody shapes.	- Follow a leader to play loudly and quietly	- Combine words to compose rhythms.
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