**Mount Primary School**

**Foundation 2**

Curriculum Design

Long Term Plan & Progression



| **Foundation 2 Intent** |
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| At Mount Primary we follow the EYFS framework. We believe that every child deserves the best possible start in school and their experiences in these formative years will have a major impact on their future. We want every child to meet their full potential and believe that through a well-developed stimulating and nurturing environment, supportive staff that embrace each child’s individuality and high quality teaching we can provide the means for every child to achieve. We have worked to develop a curriculum that will inspire children and allow them to develop deep, long-term and adaptable knowledge within all areas of the curriculum and this will be evident in the enabling environment they work in.  PSED We provide many opportunities for play based learning and interaction, cooperation, adult led and peer learning as well as independent and co-play to develop talk and discussion. This develops a range of skills such as patience, tolerance, independence, resourcefulness and resilience when working with others across the provision and curriculum.  CLL Our curriculum promotes the acquisition of new vocabulary and we know that the understanding of a wide range of vocabulary is imperative for children who are knowledge rich. We use high quality texts that are carefully selected to both engage and promote reading for pleasure and vocabulary acquisition. We do not limit these texts to literacy but link a variety of texts throughout our curriculum to expand and grow our children’s vocabulary and knowledge in all curriculum areas.  PD A range of learning opportunities are provided through both outside and indoor learning that develop children’s physical skills in large movement, control and fine motor skills alongside a focus on healthy life choices that promote physical and mental wellbeing.  LIT Our focus for literacy is to develop a life-long love of reading. This love of independent and shared reading will underpin children’s understanding of language and the development of word reading. We promote these skills by sharing a range of texts with the children at every opportunity and spending time discussing what we have read and have discovered. We then make links to the specific word reading skills such as decoding and recognition of words. These language and reading skills feed naturally into children’s writing where ideas are first developed orally and then speech is broken down into written words. As writing is a key form of communication we emphasise that it needs to be read and understood by others linking to our development of comfortable and efficient handwriting.  NUM In our early number work we are developing the foundations for children to excel mathematically with a deep understanding of numbers to 10. Children are encouraged to use a wide range of manipulatives to explore and develop their mathematical knowledge and vocabulary. We develop fluency for all pupils with number skills through varied and frequent practice so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Within our maths curriculum they will have opportunities to identify patterns and make connections with other subjects and real life situations.  UW We plan a wide and varied curriculum that raises children’s aspirations and provides opportunities to learn about all that the world has to offer them. We look at significant people, both contemporary and from the past, to learn what can be achieved. We celebrate diversity by learning about a wide range of cultures, celebrations and people and make children aware of their rich cultural heritage while empowering them with knowledge which will support their development and awareness of the community of which they are members.  EAD We aim to spark creativity and imagination by providing a range of visual, tactile and sensory experiences as a way of understanding and responding to the world. This enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children will be introduced to different cultural art as well as specific artists to inspire and inform their own creativity. Children will have frequent opportunities to respond to the world around them while actively participating in focused adult led and independent creative activities. The frequency and repetition of these opportunities and skills is essential to their understanding, development of self-expression and vocabulary and communication. |
| **Foundation 2 Implementation** |
| At Mount Primary we use the EYFS Framework and Development Matters as a resource for teaching and learning. This provides us with a framework of key skills and experiences to work towards.  Children’s interests, individual needs, and stage of development informs the planning of challenging and enjoyable experiences for every child in all areas of the curriculum.  We initially have a strong focus on the three prime areas of learning as these skills underpin many of the specific areas of learning that children progress to in later development. As the year progresses the focus on teaching the essential skills and knowledge increases.  In the foundation stage play is key to children’s learning and development, allowing the development of personal, social and emotional skills while building confidence and independence. Children are encouraged to take part in both independent and co play within the setting.  When planning children’s learning experiences we take into account the different ways children learn and develop and there is a focus on; playing and exploring, active learning and creating and thinking critically.  Opportunities are provided within the setting to stimulate and respond to children’s interests and needs and this is supported by adult interactions and discussions which develop positive relationships and an environment where children feel happy and secure to investigate and explore prompting deeper learning. |
| **Foundation 2 Impact** |
| The impact of our curriculum is best assessed when talking to the children about their learning and experiences in F2. We are almost constantly reviewing children’s development and learning in the daily discussions we have with the children during their play and focused activities. This is an integral part of the learning and teaching process in F2 and allows us to use this knowledge of both the children’s interests as well as key skills and knowledge acquired to plan the next steps in an ever evolving curriculum that is child centred and caters to their needs.  Children also complete work and summative assessments that alongside the teacher's knowledge of the child are used to inform Pupil Progress meetings and discussions of Early Learning Goals.  The impact of the F2 curriculum can be clearly seen in the relationships the children develop, the key skills and knowledge they acquire and their confidence and enthusiasm to learn. |

| **F2 Long Term Curriculum Overview** | | | | | | |
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| Subject Area | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|  | Marvellous Me | Let’s Celebrate | Everyday Heroes | It’s a Small World | Watch me Grow | Up Up and Away |
| English | Starting School stories  Nursery/Counting Rhymes  Marvellous Me  Families, Families  I’m the Best  Tanka Tanka Skunk  Rhyme Crime  Pass the Jam Jim  Mark making  Emergent writing  Talk for writing  Rhymes/Syllables  Performance poetry  IIdentifying and writing initial sounds  Letter formation | What's in the Witch’s kitchen  Rama and the Demon King  Snappy Birthday  The Tiger that came to Tea  The Gingerbread Man  How the Grinch stole Christmas  Christmas Traditions Nonfiction  Talk for writing  vc cvc word segmenting and blending  Oral and written caption development.  Simple list writing  Narrative order/oral retell  Letter formation | Super Duck  Supertato  3 Little Pigs  Firefighters NF  Naughty Bus  Billy Goats Gruff  The Great Race  vc cvc word segmenting and blending  Captions/sentence development  Information - fact writing  Narratives  Letter formation | Were going on a Bear Hunt  Goldilocks and the Three Bears  Don't Spill the Milk  Your not a Proper Pirate Sidney Green  Little Red and the very Hungry Lion  cvc cvcc ccvc writing  Captions/sentence  writing  Instructions  Persuasive writing  Poetry  Description  Narrative  Letter formation | The Extraordinary Gardener  Jack and the Beanstalk  Planting a Seed  The Something  Little Red Hen  Tad  cvc cvcc ccvc writing  Sentence writing  Instructions  Letter  Narrative  Description  Letter formation | Jack and the Flumflum Tree  Hansel and Gretel  Trapdoor Breakfast  Detective Dog  The Magic Porridge Pot  Giganotsaurus  Dragon Stew  cvc cvcc ccvc writing  Sentence writing  Narrative  Description  Letter formation |
| Mathematics | Match and Sort  Compare Amounts  Compare size mass and capacity  Explore pattern | Representing  Comparing  Composition 123  Circles Triangles  Positional Language  Representing 1-5  one more/less  Shapes with 4 sides  Time | Introducing zero  Comparing numbers to 5  Composition of 4/5  Compare mass and capacity  Intro 678  Making Pairs  Combining 2 groups  Length, height and time | Intro 9/10  Comparing numbers to 10  Bonds to 10  3D Shape  Pattern | Building numbers beyond 10  Counting patterns beyond 10  Spatial reasoning match rotate manipulate  Adding more  Taking away  Spatial reasoning compose/decompose | Doubling  Sharing  Grouping  Odd/Even  Spatial reasoning  Visualise/Build  Deepening understanding patterns and relationships  Spatial reasoning Mapping |
| Science | Natural object sort  Identify sim/diff properties  Start to Identifying different materials  Describe changes they notice  My body-features/labels  Forces they can feel | Autumn  Changing Seasons  Light and Dark  Nocturnal Diurnal | Winter  Changing Seasons  States of matter changes - ice  Materials properties  Float and sink | Spring  Changing Seasons  Decay and change - Rotting fruit  States of matter - chocolate  Zoo ranger habitats  Contrast environments | Plant Life cycle  Animal Life cycle  Sorting/classifying minibeasts  Planting | Summer  Changing Seasons  Observations of the world around them |
| History | Ourselves  Our Family  Baby to now | Significant people and Events  Remembrance Day  Florence Nightingale  Christmas celebrations in the past | Know about the lives of people around us  Firefighters past/present  First Police Woman  Edith Smith  Changes over time -  Toys past and present | History of Locality  NB past and present  Changes over time -  Household objects past and present | Beyond our living memory -  Dinosaurs  Mary Anning | Changes over time - Schools past and present understanding the past. |
| Geography | Where I live  House  Street  School  NB | Christmas traditions around the world  Library Visit - Map | Season changes  Different countries – cold warm climates  Eco Week – help our world | Me on the Map  Orientering Aerial Map  Local Area  Life in this country compared to others | Our Environment –  Bees/Litter/Trees  Greta Thunberg | Different countries - different lives/cultures |
| Forest School | Introduction to Outdoor Classroom and Forest School Area | Autumn  Exploring and Investigating with our senses | Winter  Identifying similarities and differences and exploring objects and materials | Spring  Using natural materials and objects to create and explore shape, texture and colour | Investigating plants and animals – living things and their habitats | Summer  Using tools and materials safely and with control |
| Art and Design | Family Portraits  Self Portraits  Pattern strips  Colour mixing  Printing  Observational Drawing | Firework art  Rangoli patterns  Mehndi patterns  Observational Drawing | The Dot – Kandinsky  Chinese New Year crafts  Observational Drawing | Andy Goldsworthy  Natural Art  Easter crafts  Observational Drawing | Flower paintings - Van Gogh Sunflowers/Irises  Collage - Flower/Garden  Garden Models/sculpture  Observational Drawing | Tree leaf rubbing  Leaf bashing  Observational Drawing |
| Design Technology | Construction  Building and Balancing  My house models  Paper Sculpture | Using simple tools and techniques  Diva lamps  Shadow puppets  Christmas Card | Self Service Snack - cutting and preparing  Exploring Different Joins  Emergency Vehicles Junk Modelling  Bird Feeders | Designing and Making Porridge/Fruit salad  Easter Card  Easter crafts | Making Salad  Baking bread  Bug Houses  Safely exploring materials tools techniques in the outdoor workshop | Making props for end of term open afternoon/assembly  Safely exploring materials tools techniques in the outdoor workshop |
| Physical Education | Rugby Tots  Fiddly Fingers | Rugby Tots  Fiddly Fingers | Gymnastics  China Spirit – Kung Fu | Dance | Fundamental Skills  Ball skills | Fundamental Skills - Games |
| Computing | Computer Discovery  Digital Literacy/Numeracy  Digital Art - portraits | Digital Literacy/Numeracy  E - Safety  Simple coding Beebot | Digital Literacy/Numeracy  Editing media - Chatterpix | Digital Literacy/Numeracy  E - Safety  Digital Photo and Video - independent recording | Digital Literacy/Numeracy  Digital Music | Digital Literacy/Numeracy  E -Safety Penguin Pig |
| Music  Charanga | ME  Nursery rhymes/action songs | MY STORIES  Nursery rhymes/action songs | EVERYONE! | OUR WORLD | BIG BEAR FUNK | REFLECT, REWIND AND REPLAY |
| RE/World View | I’m Special  Family Celebrations  Birthdays  CREATION1  Why is the word God so important to Christians  A muslim whispering allah in a babies ear | Diwali  Bonfire Night  Christmas  INCARNATION 1  Why do Christians perform nativity plays at Christmas  A muslim story Mohammed and the ants | Chinese New Year  SALVATION 1  How can we help others when they need it  A Sikh story: Har  Gobind and the  52 Princes | Easter  SALVATION 2  Why do Christians put a cross in their Easter garden  A Buddhist story:  The Monkey King | INCARNATION 2  What makes every single person unique and precious  Hindus  celebrating at  Raksha Bandhan | CREATION 2  How can we care for our wonderful world?  Tu b'Shevat: the  Jewish ‘Birthday  of Trees’ |
| PSHE | Settling  School/Class Rules  How to be a good friend  I like … My Friend likes…  I am good at…  **SRE FAMILIES** | Follow Instructions  Express themselves appropriately  Manage own hygiene  Develop resilience and perseverance  **SRE DAILY ROUTINE** | Develop good relationships  Think about the perspective and feelings of others | Develop an understanding of different factors that support health and wellbeing  Regulate own behaviour and work towards goals  Developing confidence  **SRE KEEPING OURSELVES CLEAN** | Work and play cooperatively with others  Develop good relationships  Show sensitivity to others  Manage own personal hygiene | Transition  Understand and explain rules  Set and work towards own goals |