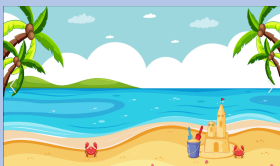
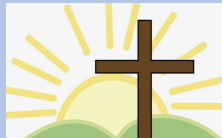
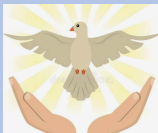
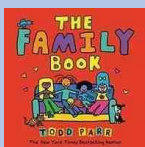
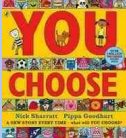
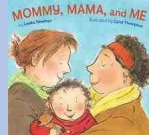
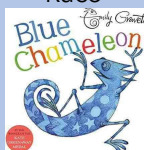
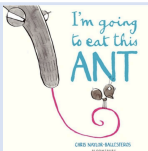
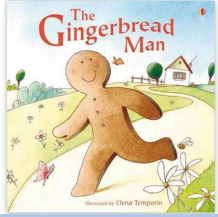
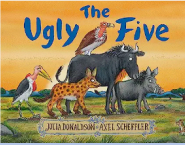
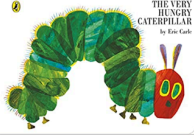
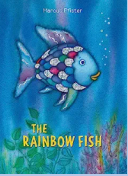




Foundation 2
Long Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	Getting to know each other 	Let's Celebrate 	Wonderful World 	New Beginnings 	Superheroes 	The Seaside 	
Events	Starting school Autumn Ness Gardens Trip Sensory Walk – Secret Garden Harvest Festival	Fireworks Diwali India Study Remembrance Day Christmas	Animal visit Spring Sensory Walk – Royden Park	Living Eggs Mothering Sunday Easter	Visits from people who help us – fire service, police, vet, doctors Imagine That Trip	Lifeboat Station Trip Rock Pool Experience Pirate Day End of Year Assembly	
RE	<u>The Vine and the Branches</u> Creation and Covenant 	<u>The Vine and the Branches</u> Prophecy and Promise 	<u>The Vine and the Branches</u> Galilee to Jerusalem 	<u>The Vine and the Branches</u> Desert to Garden 	<u>The Vine and the Branches</u> To the ends of the Earth 	<u>The Vine and the Branches</u> Dialogue and Encounter 	
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children will be encouraged to engage in back and forth interactions from the moment they enter school, with a welcome at the gate and a variety of activities to promote interactive talking opportunities. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
PSED	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
	Created and loved by God		Created to love others		Created to live in community		
	All families are different 	Pupil voice 	All families are different 	Race 	Accepting difference 	Pupil voice and confidence 	
Physical	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Reading	We're teaching every child to read with Little Wandle Letters and Sounds Revised A complete SSP validated by the Department for Education 						
Writing	 <u>The Gingerbread Man</u> Outcome - Fiction: retell and labels	 <u>I'm going to eat this ant</u> Outcome – Non-Fiction: labels and captions	  <u>Let's all creep through crocodile creek and Romeosaurus and Juliet Rex</u> Outcome - Fiction: journey (through story maps)		 <u>Hattie Peck The Journey Home</u> Outcome - Fiction: retell/rewrite a story	 <u>Supertato</u> Outcome - A wanted poster with a character description	  <u>Clem and Crab and The Pirates are coming!</u> Outcome - Letters and recounts

Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	PSTT: The Gingerbread Man: Materials  PSTT: Seasonal Changes: Autumn All about me and my family. Where do I live? What buildings/places are near my house? What do I see on my Journey to school? Where in my Classroom will I find...	PSTT: The Black Rabbit: Shadow and Light  Role Play Bonfire Night Remembrance Day Sharing memories of special times. Recognising differences in beliefs and special times. Draw information from a simple map.	PSTT: Seasonal Changes: Spring PSTT: The Ugly Five  How do we know about the Dinosaurs? Fossils Excavation Exploring Habitats for animals. Where in the world will I find a.... Simple map work Planting	PSTT: The Hungry Caterpillar.  Life Cycles Fruits Easter Show and Tell 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. 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.	Forces Seasonal Changes: Summer History of Jobs Talking about my own family jobs and memories. Important People and places within the community.	PSTT: Rainbow Fish  Sinking and Floating History of Transport Comparing Photos Local Area How have I changed and grown? Map Work Local Area Treasure maps
Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Artists: Henri Matisse Eric Carle Paul Klee Piet Mondrian, Wassily Kandinsky Aelita Andr Andy Goldsworthy	Painting and Drawing -Making marks on a variety of papers. Different mark making shapes and directions. Using shapes and lines as representations. -Spontaneously expressive using marks, lines and curves when representing an idea or something observed. -Uses lines and enclosed spaces to represent objects seen, imagined or remembered. -Uses a range of tools and brushes to spread and add paint. (straws, matchsticks, palette knives , rollers). -Experiments with and enjoys mixing colours.	Printing -Experimental printing with hands, feet, fingers and found materials / objects. -Uses one/limited colours of paint / ink to create patterns ~ random or organised / repetitive. -Extend repeating patterns using overlapping and using contrasting colours. -Sorts, collects, pull apart threads and fabrics to investigate weaving discuss and evaluates.	Digital -Recognises photography as an art form. -Collect photographs and digital images for a theme. -Say what they like about their own and others work. -Is aware that there are famous / specialist photographers.	Collage -Handle different materials. -Engages in more complex activities ~ cutting and sewing a range of materials.	Textiles -Handles and manipulates materials such as string, wool, threads, fabrics, raffia etc. -Is aware of colour, textures and shape.	Sculpture -Handle, feel, manipulate rigid and malleable materials. -Becoming more aware of the form, feel, texture and pattern on objects. -Sculpture using natural materials.