**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 storiesNursery/Counting RhymesMarvellous MeFamilies, FamiliesI’m the Best Tanka Tanka SkunkRhyme CrimePass the Jam JimMark makingEmergent writingTalk for writingRhymes/SyllablesPerformance poetry IIdentifying and writing initial soundsLetter formation | What's in the Witch’s kitchenRama and the Demon KingSnappy Birthday The Tiger that came to TeaThe Gingerbread ManHow the Grinch stole ChristmasChristmas Traditions NonfictionTalk for writingvc cvc word segmenting and blendingOral and written caption development.Simple list writingNarrative order/oral retellLetter formation | Super DuckSupertato3 Little PigsFirefighters NFNaughty BusBilly Goats GruffThe Great Racevc cvc word segmenting and blendingCaptions/sentence developmentInformation - fact writingNarrativesLetter formation | Were going on a Bear HuntGoldilocks and the Three BearsDon't Spill the MilkYour not a Proper Pirate Sidney GreenLittle Red and the very Hungry Lioncvc cvcc ccvc writingCaptions/sentence writingInstructionsPersuasive writingPoetryDescriptionNarrativeLetter formation | The Extraordinary Gardener Jack and the BeanstalkPlanting a SeedThe SomethingLittle Red HenTad cvc cvcc ccvc writingSentence writingInstructionsLetter Narrative DescriptionLetter formation | Jack and the Flumflum TreeHansel and GretelTrapdoor BreakfastDetective DogThe Magic Porridge Pot Giganotsaurus Dragon Stewcvc cvcc ccvc writingSentence writingNarrativeDescriptionLetter formation |
| Mathematics | Match and SortCompare AmountsCompare size mass and capacityExplore pattern | RepresentingComparingComposition 123Circles Triangles Positional LanguageRepresenting 1-5one more/lessShapes with 4 sidesTime | Introducing zeroComparing numbers to 5Composition of 4/5Compare mass and capacityIntro 678Making PairsCombining 2 groupsLength, height and time | Intro 9/10Comparing numbers to 10Bonds to 103D ShapePattern | Building numbers beyond 10Counting patterns beyond 10Spatial reasoning match rotate manipulateAdding moreTaking awaySpatial reasoning compose/decompose | DoublingSharing GroupingOdd/EvenSpatial reasoning Visualise/BuildDeepening understanding patterns and relationshipsSpatial reasoning Mapping |
| Science | Natural object sortIdentify sim/diff propertiesStart to Identifying different materialsDescribe changes they notice My body-features/labelsForces they can feel | AutumnChanging SeasonsLight and DarkNocturnal Diurnal | WinterChanging SeasonsStates of matter changes - iceMaterials propertiesFloat and sink | SpringChanging SeasonsDecay and change - Rotting fruitStates of matter - chocolateZoo ranger habitatsContrast environments | Plant Life cycleAnimal Life cycleSorting/classifying minibeastsPlanting | SummerChanging SeasonsObservations of the world around them |
| History  | OurselvesOur FamilyBaby to now | Significant people and EventsRemembrance DayFlorence NightingaleChristmas celebrations in the past | Know about the lives of people around usFirefighters past/presentFirst Police WomanEdith SmithChanges over time - Toys past and present | History of LocalityNB past and presentChanges over time - Household objects past and present | Beyond our living memory - DinosaursMary Anning | Changes over time - Schools past and present understanding the past.  |
| Geography | Where I liveHouse Street SchoolNB | Christmas traditions around the worldLibrary Visit - Map | Season changes Different countries – cold warm climatesEco Week – help our world | Me on the MapOrientering Aerial MapLocal AreaLife in this country compared to others | Our Environment – Bees/Litter/TreesGreta 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 PortraitsSelf PortraitsPattern strips Colour mixingPrintingObservational Drawing | Firework artRangoli patternsMehndi patternsObservational Drawing  | The Dot – KandinskyChinese New Year craftsObservational Drawing | Andy GoldsworthyNatural ArtEaster craftsObservational Drawing | Flower paintings - Van Gogh Sunflowers/IrisesCollage - Flower/GardenGarden Models/sculptureObservational Drawing  | Tree leaf rubbingLeaf bashingObservational Drawing |
| Design Technology | ConstructionBuilding and BalancingMy house modelsPaper Sculpture  | Using simple tools and techniques Diva lampsShadow puppetsChristmas Card | Self Service Snack - cutting and preparingExploring Different JoinsEmergency Vehicles Junk Modelling Bird Feeders  | Designing and Making Porridge/Fruit saladEaster Card Easter crafts | Making SaladBaking breadBug HousesSafely exploring materials tools techniques in the outdoor workshop | Making props for end of term open afternoon/assemblySafely exploring materials tools techniques in the outdoor workshop |
| Physical Education | Rugby TotsFiddly Fingers | Rugby Tots Fiddly Fingers | GymnasticsChina Spirit – Kung Fu | Dance | Fundamental SkillsBall skills | Fundamental Skills - Games |
| Computing | Computer DiscoveryDigital Literacy/NumeracyDigital Art - portraits | Digital Literacy/NumeracyE - SafetySimple coding Beebot | Digital Literacy/NumeracyEditing media - Chatterpix  | Digital Literacy/NumeracyE - SafetyDigital Photo and Video - independent recording | Digital Literacy/NumeracyDigital Music  | Digital Literacy/NumeracyE -Safety Penguin Pig |
| MusicCharanga  | MENursery rhymes/action songs | MY STORIESNursery rhymes/action songs | EVERYONE!  | OUR WORLD | BIG BEAR FUNK | REFLECT, REWIND AND REPLAY |
| RE/World View | I’m SpecialFamily CelebrationsBirthdaysCREATION1Why is the word God so important to ChristiansA muslim whispering allah in a babies ear | DiwaliBonfire NightChristmasINCARNATION 1Why do Christians perform nativity plays at ChristmasA muslim story Mohammed and the ants | Chinese New YearSALVATION 1How can we help others when they need itA Sikh story: HarGobind and the52 Princes | EasterSALVATION 2Why do Christians put a cross in their Easter gardenA Buddhist story:The Monkey King | INCARNATION 2What makes every single person unique and preciousHinduscelebrating atRaksha Bandhan | CREATION 2How can we care for our wonderful world? Tu b'Shevat: theJewish ‘Birthdayof Trees’  |
| PSHE | SettlingSchool/Class RulesHow to be a good friendI like … My Friend likes…I am good at…**SRE FAMILIES** | Follow InstructionsExpress themselves appropriatelyManage own hygieneDevelop resilience and perseverance **SRE DAILY ROUTINE** | Develop good relationshipsThink about the perspective and feelings of others | Develop an understanding of different factors that support health and wellbeingRegulate own behaviour and work towards goalsDeveloping confidence**SRE KEEPING OURSELVES CLEAN** | Work and play cooperatively with othersDevelop good relationshipsShow sensitivity to othersManage own personal hygiene | TransitionUnderstand and explain rulesSet and work towards own goals |