



FOUNDATION 2: LONG TERM PLAN 2025-26



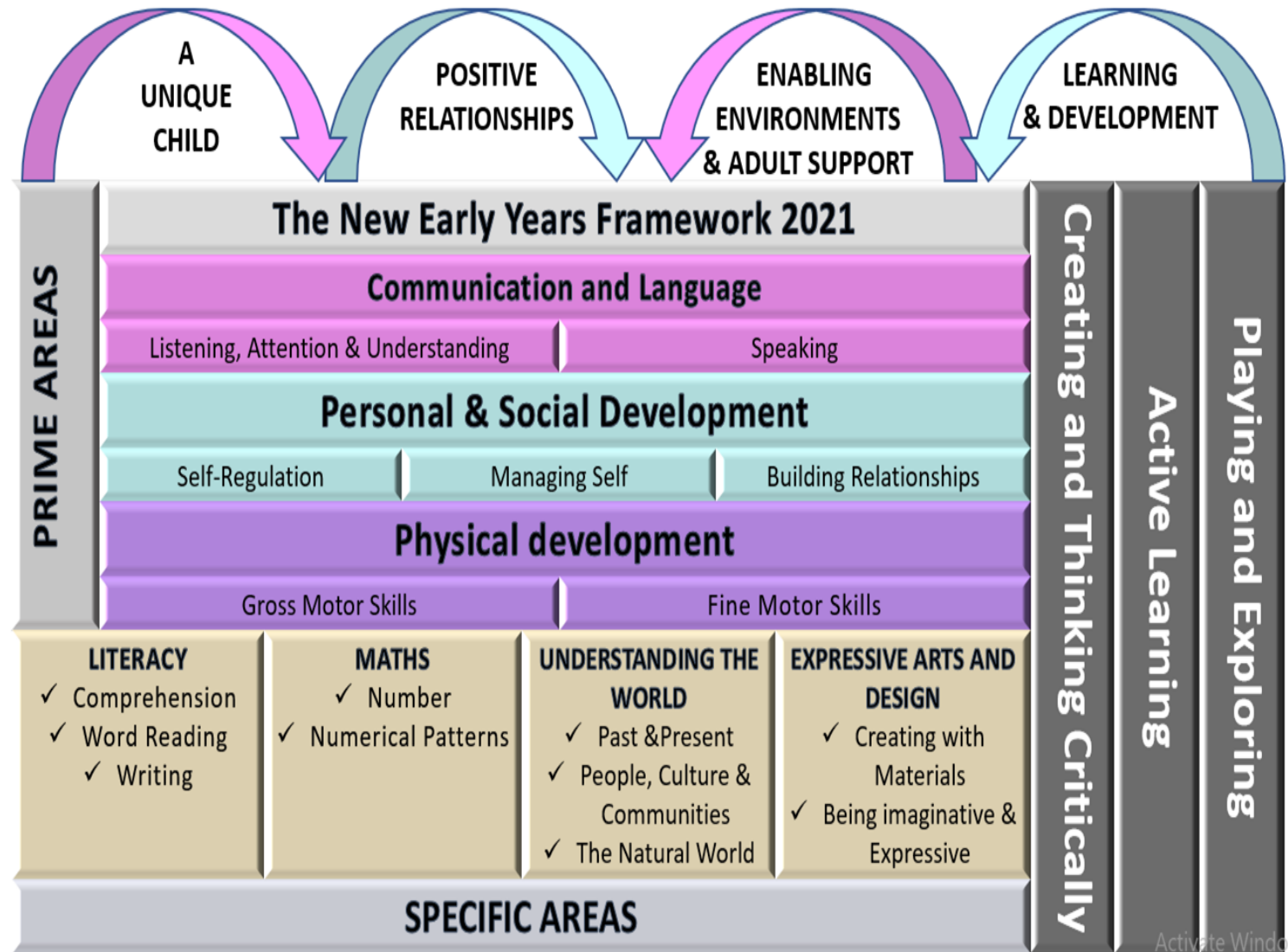
OUR INTENT

At Lawns Park, we want our children to learn the core values of **Positivity**, **Perseverance**, **Patience** and **Politeness**.

At Lawns Park we want our children to show a sense of pride in themselves and respect for others in their immediate school and local community environment.

We want our children to have opportunities that will enable them to exercise their growing intellectual and emotional muscles as well as their physical ones. We want them to develop their ability to think, feel, see and understand, do and represent, and express. We want them to imagine, puzzle, wonder, explore, befriend and share. We encourage our parents and carers to work in partnership with us to develop independent, happy, life-long learners, who thrive in school. We want our children and families to have a sense of belonging, working collaboratively and respectfully in our diverse world. We will work collaboratively, drawing upon the support of other professional bodies and agencies to ensure that our curriculum remains, ambitious,

purposeful and meets the needs of all our super Lawns





FOUNDATION 2 LONG TERM PLAN 2025-26

 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	SUMMER 1	SUMMER 2
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<p>GENERAL THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</p>	<p>SUPER LAWN'S PARKERS New Beginnings Starting school / getting to know each other/Building relationships/Our new school community & expectations People who help us / Careers My family / Key Drivers: Prime</p>	<p>LET'S CELEBRATE! Celebrations Diwali Day 20th October 2025 10th-14th November– Nursery Rhyme Week Bonfire Night celebrations Remembrance Day Harvest The Nativity Christmas Key Drivers: Understanding of the World</p>	<p>ONCE UPON A TIME! Traditional Tales Exploring settings Retelling/performing Floating and Sinking Construction- D/T Creating Collage: Henri Matisse Key Drivers: Understanding of the World – Science Expressive Arts & Design</p>	<p>WHERE IN THE WORLD? Geography /People Exploring the World/Personal likes/dislike/experiences Key Driver: Understanding of the World – Geography /people</p>	<p>WHAT'S GROWING ON THE FARM? Science - Animals What lives on the Farm? Life cycles Farm animals/trip Key Driver: Understanding of the World - Science</p>	<p>WONDERFUL ME! Personal Growth and Ambition What have I learned? What do I want to get better at? How do I feel? Key Drivers: UW/EAD</p>
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<p>HIGH QUALITY TEXTS</p>	<p>Each Summer:</p> 	<p>Stick Man</p>  	<p>The three Little Pigs</p>  	<p>Handwriting</p> 	<p>Dora's Eggs</p> 	<p>Super Duper You</p>  			
									

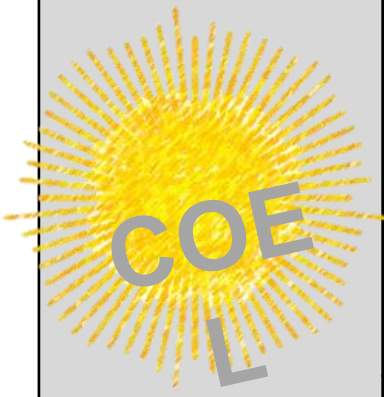
<p>FANTASTICS</p>						
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<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>Super Lawns Parker Day National Poetry Day- 2nd October 2025 'Play'</p>	<p>Diwali Day Remembrance day Bread Making Christmas Time Nativity</p>	<p>National Handwriting Day 23rd January National Storytelling week 30th Jan-6th</p>	<p>Weather Forecast videos Mother's Day Food tasting</p>	<p>Visit to the farm Egg Incubation Allotment</p>	<p>Super Duper Me day Sports Day End of year Party</p>
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GENERAL THEMES	SUPER LAWNS PARKERS	LETS CELEBRATE!	ONCE UPON A TIME	WHERE IN THE WORLD	WHAT'S GROWING ON..	WONDERFUL ME



CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

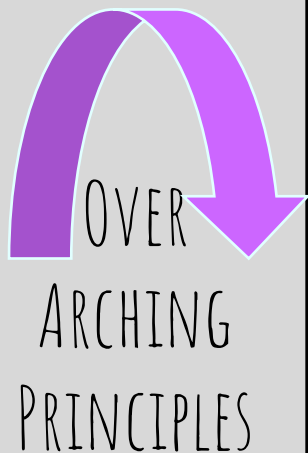
Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – We respect, care for and celebrate each other.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.



PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team



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COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. 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.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, Circle Time, PSHE times, stories, singing, speech and language interventions (Neli), EYFS productions, and Word Aware.	<p>In Autumn 1 children will:</p> <ul style="list-style-type: none"> Introduce themselves and make new friends. Use formal greetings: Good Morning/Good Afternoon <ul style="list-style-type: none"> Talk about experiences that are familiar to them. Share their passions and dreams? <ul style="list-style-type: none"> Talk about their families and show an interest in the lives of other people Ask and answer simple questions in response to what they hear. Follow instructions with support 	<p>In Autumn 2 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Tell stories through words and actions Listen, respond to and give opinions about stories. Begin to follow instructions independently. Takes part in group discussions Understand how to listen carefully and why listening is important. Begin to use past and present tense appropriately with prompts 	<p>In Spring 1 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Retell a story using some story language/repeated refrains. Listen, respond to and give opinions on stories Ask questions to find out more and to check they understand what has been said to them. <ul style="list-style-type: none"> Share recent personal experiences. Sing/say familiar songs, rhymes and poems. 	<p>In Spring 2 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Learn, use and develop simple prepositional language. Listen to and engage in and talk about selected non-fiction Begin to articulate ideas and thoughts into more complex sentences Use talk to make connections, explain and question why things happen. Follows two-part instructions with 	<p>In Summer1 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Learn and recite, new poems, rhymes and songs. Listens to, engages in and talks about personal experiences, events and learning. I can describe (use adjectives) events in some detail: farm trip, life cycle. Begins to develop own narratives and explanations based on personal experiences. Uses more complex 	<p>In Summer 2 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Learn, recite and perform all taught poems, rhymes and songs <ul style="list-style-type: none"> Talk about similarities and differences between people, objects and events. I can talk about myself and personal experiences I have had at different points in the school year (end of year video).
The two strands of Communication and Language are:	<ul style="list-style-type: none"> Listening, Attention and Understanding <ul style="list-style-type: none"> Speaking. 					
Daily story time using high quality texts relating to the current theme or	<p>• Speaking.</p>					



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It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

In Autumn Term Children will:

- Talk about and shares favourite stories from home
- Repeat some phrases from favourite stories
- Begin to look at and talk about books with an adult
- Fill in missing words in poems and rhymes.
- Talk about pictures and words they see around
 - Learn how to handle books properly
 - Be introduced to the 'parts of a book.'
- Begin to learn to identify fiction/non fiction books
 - Be introduced to the 'concept of word.'

In Spring Term children will:

- Listen to and begins to join in with favourite stories, rhymes and poems, including nonsense rhymes
 - Begin to show awareness of rhythm
- Begin to make predictions and talk about what has happened in the story
 - Use the illustrations to help them read books.
- Begin to understand stories have a beginning a middle and an end.
 - Begin to name the parts of a book
- Begin to understand that information can be retrieved from books.
 - Begin to find taught graphemes in texts.

In Summer 1 Children will:

- Join in with repeated refrains, anticipating key events in rhymes and stories
- Demonstrate reading like behaviours; looking at books independently, handling them with care and correct orientation, understanding that print carries meaning and is read from left-right in English.
- Enjoy and join in with rhyming and rhythmic activities such as continuing rhyming strings.
 - Begin to blend sounds, orally
 - Begin to say initial sounds in some words.
- Begin to match some sounds (phonemes) to letters (graphemes)
- Recognise own name/Begin to read some irregular words l, the

Autumn 1- Phase 2

Phonics -Week 1(Settling in/ Baseline)
Review of Phase 1 aspects with a particular focus on Rhyme/ Listening and Attention
Week 2- Teach: graphemes **s a t p**
Week 3 -Teach : graphemes **i, n, m, d**
Week 4- Teach graphemes **g, o, c, k, Tricky word: is**
Week 5- Teach: graphemes **ck, e, u, r Tricky word: I**
Week 6- Teach: graphemes: **h, b, f, l Tricky word: the**
Week 7: Assess and review

Autumn 2- Phase 2

Week1 : Teach: graphemes **ff, ll, ss, j Tricky word: as**
Week2 Teach graphemes: **v w x y Tricky words: and has, his, her**
Week3 Teach graphemes: **z, zz, qu,** words with (s) at the end, **ch**
Tricky words: go, no, to, into
Week4 Teach graphemes: **:sh, th, ng, nk Tricky words :: she he of**

Spring 1 Phase 3

Week 1 Teach : ai, ee, igh, oa
Week 2 Teach:: oo oo, ar, or **Tricky words: was, you, they**
Week3 Teach ur ow. oi ear **Tricky words my by all**
Week4 Teach air er, words with **double letters dd, mm, bb, rr, gg, pp, ff**
Tricky words: are sure, pure
Week5 Teach: longer words
Week6: Assess and review

Spring 2-Phase 3

Week1 Review: ai, ee, igh, oa, oo,ar, or, ur, oo, ow, oi, ear
Week2 Review er, air, words with **double letters, longer words.**
Week3 Teach: words with **two or more digraphs**
Week4 Teach: Longer words, words ending in **-ing, compound words**
Week5 Teach: longer words, words with **s (/z/)** in the middle, words ending in **-s, words with -es** at the end.

Summer 1- Phase 4

Week1- short vowels cvcc , Tricky words: said, so, have, like
Week2 short vowels cvcc, ccvc Tricky words: some, come, love do
Week3 short vowels cvcc, ccvc, cccvc Tricky words: were, here little, says
Week 4- longer words, compound words Tricky words there, when, what, one
Week5- root words ending in : -ing, -ed (/t/), -ed /id/,- est
Tricky words out, today

Summer 2- Phase 4

Week1- Long vowel sounds cvcc, ccvc
Week2- Long vowel sounds ccvc, cccvc, ccv, ccvcc
Week3 words ending in -s (s), words ending in -s (z) words ending -es
Longer words

LITERACY

COMPREHENSION
- DEVELOPING A
PASSION FOR
READING

Children will visit the library weekly

WORD READING

CHILDREN WILL BEGIN BY
READING/RECOGNIZING FAMILIAR
LOGOS AND USING ILLUSTRATIONS TO
HELP THEM TELL THE STORY BEFORE
MOVING ONTO MORE FOCUSED 'WORD'
READING



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WRITING	<p>Key /Supporting Texts as a Stimulus:</p> <p>Sharing A shell The Tell Me Tree Each Peach Pear Plum Stick Man 'Twas the Night Before Christmas Have You Filled My Bucket? My Friend Bear Rainbow Fish Marvellous Me The Go Away Bird We're Going on a Leaf Hunt The Nativity Little Miss Diwali</p> <p>In Autumn Term children will:</p> <ul style="list-style-type: none"> Begin to show a preference for a dominant hand Develop the strength in their hands through Finger Gym/Dough Disco Begin to hold the pencil in a comfortable grip Explore with mark making, sometimes giving meaning to their marks Draw lines (vertical/horizontal/circular/diagonal) <ul style="list-style-type: none"> Write for a purpose in role play Begin to copy the letters in their name (if appropriate) <p>FOCUSSED TEXT TYPE:</p> <p>Entertain: Story Inform: Portraits/ Giving Meaning to Marks Labelling</p>	<p>Key /Supporting Texts as a Stimulus:</p> <p>The Three Little Pigs The Three Billy Goat's Gruff Handa's Surprise Where Does Food Come From? Traditional Tales Olivers Fruit Salad Muncha Muncha Muncha</p> <p>In Spring Term children will:</p> <ul style="list-style-type: none"> Begin to have more control over their mark making tools. Develop pencil skills: Using a developing tripod grip Mostly give meaning to the marks they make <ul style="list-style-type: none"> Begin to draw zig zags and crosses /anti-clockwise circles Distinguish between their writing and drawing Begin (if appropriate) to copy letter formation (name writing) <ul style="list-style-type: none"> Begin to form s a t (if appropriate) Talk about the marks they see in the environment <p>FOCUSSED TEXT TYPE:</p> <p>Entertain: Story/sequencing Inform: Recipe Writing Letters and Postcards</p>	<p>Key /Supporting Texts as a Stimulus</p> <p>Dora's Eggs /Chicks Adam's Farm Super Duper You In My Heart Rosie's Walk What The Ladybird Heard Old MacDonald Dora's Chicks Noisy Farm What to Do With A Worry The Colour Monster</p> <p>In Summer 2 children will:</p> <ul style="list-style-type: none"> Begin to draw more detailed pictures Develop pencil skills: holds pencil in a more secure tripod grip <ul style="list-style-type: none"> Give meaning to the marks they make Begin to break the flow of speech into words in their writing; using letter like structures, leaving spaces between their 'words' Write some letters from their Christian name independently, <ul style="list-style-type: none"> Use some letters accurately in their independent writing (usually those from their name) Begin to form p i n (if appropriate) Begin to write pronoun I independently <p>FOCUSSED TEXT TYPE:</p> <p>Entertain: Story/ Food descriptions/alliteration</p>			

GENERAL THEMES

WRITING

WRITING SKILLS WILL BE DEVELOPED THROUGHOUT THE YEAR. THERE WILL BE DAILY FINGER GYM/SQUIGGLE SESSIONS.

HALF TERM WRITING ASSESSMENTS WILL TAKE PLACE IN THE FORM OF A PORTRAIT AND NAME WRITING



FOUNDATION 1 LONG TERM PLAN CYCLE 2

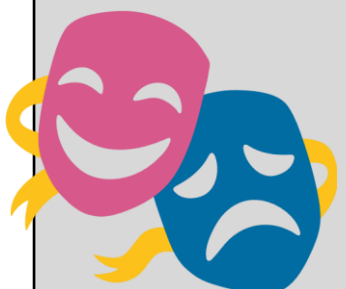
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GENERAL THEMES	SUPER LAWN PARKERS	LET'S CELEBRATE	ONCE UPON A TIME	WHERE IN THE WORLD	WHAT'S GROWING ON?	WONDERFUL ME!
MATHS Following White Rose Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary 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.</p>					
HALF TERM MATHS ASSESSMENTS WILL TAKE PLACE IN THE FORM OF A SET CHALLENGE	<p>Autumn 1 Getting To Know You (1 week) , Baseline Assessments Match, Sort and Compare (2 weeks) Matching, sorting, identifying sets, Sorting by type, creating rules, comparing amounts. Talk about Measure and Pattern (2 weeks) Compare size, mass, capacity, explore simple patterns, Copy and continue patters, create patterns. It's me 1, 2, 3 (2 weeks) , Find 1, 2, 3, Subitise 1, 2, 3, Represent 1, 2, 3, 1 more, 1 less, Composition of 1, 2, 3.</p> <p>Autumn 2 Circles and triangles (1 week) , Identify, name, compare circles and triangles, Shapes in the environment, Describe position 1, 2, 3, 4, 5 (2 weeks) , Find, subitise, represent 4/5, 1 more, 1 less,, Composition of 4/ 5, Composition of 1-5 Shapes with 4 sides (2 weeks) Identify and name shapes with 4 sides, Combine shapes with 4 sides, Shapes in the environment, My day and night.</p>	<p>Spring 1 Alive in 5 (2 weeks) Introducing zero, Finding, subitising, representing 0-5, 1 more/ less, Composition, Conceptual subitising to 5. Mass and Capacity (1 week) Compare mass, Find a balance, explore/ compare capacity Growing 6, 7, 8(2 weeks) Find/ Represent 6, 7, 8, 1 more/less, Composition 6, 7, 8 Make pairs odd and even, Double to 8 *Find a double)</p> <p>Spring 2 Length, Height, Time (2 weeks) Explore , compare length/ height, Talk about time, Sequence time Building 9 and 10 (3 weeks) Find, compare, represent 9/10, Conceptual subitising to 10 1 more/less, Composition to 10, Bonds to 10 (2 parts), Making arrangements to 10, Bonds to 10 (3 parts) Doubles to 10 (Find a double)(Make a double) Explore Odd and Even.</p>	<p>Summer 1 To 20 and beyond (2 weeks) Build numbers beyond 10 (10-13), Continue patters beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20, verbal counting patterns How many now?(1 week) Add more, How many did I add? Take away, How many did I take away? Manipulate, compose and decompose (2 weeks) Select shapes for purpose, rotate shapes, manipulate shapes Explain shape arrangements, compose/ decompose shapes, copy 2d shape pictures, Find 2d shapes within 3d shapes.</p> <p>Summer 2 Sharing and Grouping (2 weeks) Exploring sharing and grouping Even and odd sharing, Play with and build doubles Visualise, build and map(3 weeks) Identify units of pattern, create and explore own pattern rules, Replicate and build, visualise from different positions Describe position, give instructions to build</p>			



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EXPRESSIVE ARTS AND DESIGN	<p>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p>PAINTING, 3D MODELLING, MESSY PLAY, COLLAGE, CUTTING, DRAMA, ROLE PLAY, THREADING, MOVING TO MUSIC, CLAY SCULPTURES, FOLLOWING MUSIC PATTERNS WITH INSTRUMENTS, SINGING SONGS LINKED TO TOPICS, MAKING INSTRUMENTS, PERCUSSION.</p> <p>WORK WILL BE DISPLAYED IN THE CLASSROOM</p> <p>LOTS OF LINKS TO FINE MOTOR SKILLS. CHILDREN TO SHARE THEIR OPINIONS AND EXPLAIN THEIR WORK TO OTHERS. CHILDREN WILL HAVE OPPORTUNITIES TO LEARN AND PERFORM SONGS, NURSERY RHYMES AND POETRY LINKED TO THEIR WORK / INTERESTS AND PASSIONS.</p>	<p>In Autumn 1 children will:</p> <ul style="list-style-type: none"> Join in with songs begin to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Making own houses. Explore with junk modelling and explain what they did. Explore with sounds and how they can be changed, Tap out simple rhythms. Play pitch matching games, humming or singing Draw a self-portrait (enclosing lines): Create drama 	<p>In Autumn 2 children will:</p> <ul style="list-style-type: none"> Use different textures and materials: firework pictures Listen to music: making own dances in response Create Diwali patterns. Create Christmas decorations, cards Christmas songs/poems Explore with different techniques for joining materials- using adhesive tape and glue Participate in performing The Nativity Be introduced to the artists: Andy 	<p>In Spring 1 children will:</p> <ul style="list-style-type: none"> Explore settings/landscapes/textures - Discuss artist. Henri Matisse: Collage (skills: cutting/tearing/folding/layering) Create our own matisse inspired artwork. Make lanterns, Chinese writing, puppet making, Chinese music and composition Recognise, create and describe pattern: Use story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Create drama through literacy. <p>Skills: Collage (tearing, ...)</p>	<p>In Spring 1 children will:</p> <ul style="list-style-type: none"> Print and Colour Mix /Photography- making patterns using different colours/materials Study Thandiwe Muriu Photography -Creating traditional African prints/patterns then adding photos to our patterns. Explore printing and create artwork based on African Art Learn a traditional African song and dance and perform it Create musical instruments- Drums? Explore other countries and create 	<p>In Summer 1 children will:</p> <ul style="list-style-type: none"> Study: Natsumi Tamita's Sculpture: They will fix and Join as they create farm Animals using junk materials Construct with a range of material. Create sounds/sound effects using Musical /home made instruments Create drama through literacy <p>Skills: Fixing and Joining</p> <p>Using scissors to cut Hole punches/sticky tape etc</p> <p>Reflect, adapt and improve.</p>	<p>In Summer 2 children will:</p> <ul style="list-style-type: none"> Paint self portraits using: water colours/shading by adding black or white Explore colour mixing – Representing feelings through colour Use loose parts to create Self Portraits Explore how Music and Dance. make you feel Study the artist John Constable –Cloud Studies How do we produce these effects / Textures Create Drama represent Feelings photos of children acting out emotions Skills: Colour Mixing





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GENERAL THEMES	SUPER LAWN'S PARKERS	LET'S CELEBRATE!	ONCE UPON A TIME	WHERE IN THE WORLD	WHAT'S GROWING ON?	WONDERFUL ME!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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. At Lawns Park we use Zones of Regulation to help our children understand and manage their thoughts, feelings and behaviours.</p>					
<p>PSED IS DEVELOPED THROUGHOUT THE YEAR THROUGH HIGH QUALITY INTERACTIONS, DAILY GROUP DISCUSSIONS, CIRCLE TIME, PSHE TIMES AND NURTURE STYLE INTERVENTIONS WHERE APPROPRIATE.</p> <p>THE THREE STRANDS OF PSED ARE:</p> <ul style="list-style-type: none"> MANAGING SELF SELF REGULATION BUILDING RELATIONSHIPS 	<p>In the Autumn term children will:</p> <ul style="list-style-type: none"> Share information about themselves and their family (BR) Begin to recognise and talk about similarities between people (BR) Have an understanding of what it means to be respectful and to be treated with respect (BR) Recognise and talk about how they celebrate events, noticing similarities and difference between other communities. (BR) Know and understand that some actions and words can hurt others feelings. (BR) Know about and use strategies to manage and resolve conflict (BR) <ul style="list-style-type: none"> Develop strategies for making friends (BR) Recognise themselves as an individual and talk about the qualities that make them special (MS) Begin to recognise themselves as a learner, talking about and developing self help skills (MS) Know how to manage personal hygiene and its importance (Hand washing) (MS) Begin to understand and follow classroom rules and behaviour expectations. (MS) Recognise and understand people who can help them at home and in school. (SR) <ul style="list-style-type: none"> Develop language related to feelings in response to new experiences (starting school) (SR) Begin to develop strategies for coping with 'not so good feelings', knowing some self-care techniques) (SR) Develop kindness, care and respect for the other members of the class (SR) 	<p>In Spring term children will:</p> <ul style="list-style-type: none"> Recognise and talk about the things they are good at and the things they want to improve (MS) Develop confidence in trying new things/ learning new skills (MS) <ul style="list-style-type: none"> Take responsibility for classroom tasks and routines (MS) Develop and understanding an awareness of resilience when things go wrong (SR) Recognise their personal feelings, developing strategies for dealing with positive and negative emotions. (SR) Recognise and empathise with the feelings of others (BR) Know what makes a good friend, showing care and concern for others. (BR) <p>Kapow Themes: Listening and following Instructions My family and Friends</p>	<p>In Summer term children will:</p> <ul style="list-style-type: none"> Recognise and understand the importance of diet, hygiene and exercise for a healthy lifestyle (MS) Have an understanding and awareness of lifecycles in relation to humans and animals <ul style="list-style-type: none"> Be kind to all living creatures Recognise and talk about how their bodies have grown and changed since being born. Recognise and talk about ways to keep themselves safe; inside/ outdoors and online Recognise and talk about people who help to keep me safe Recognise and talk about right and wrong, understanding ways to deal with conflict (SR) <p>Kapow Themes: Taking on Challenges My Wellbeing</p>			



FOUNDATION 2 LONG TERM PLAN 2025-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN'S PARKERS	LET'S CELEBRATE!	ONCE UPON A TIME	WHERE IN THE WORLD	WHAT'S GROWING ON?	WONDERFUL ME!

PHYSICAL DEVELOPMENT

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**.

FINE MOTOR

CONTINUOUSLY CHECK THE PROCESS OF CHILDREN'S HANDWRITING (PENCIL GRIP AND LETTER FORMATION, INCLUDING DIRECTIONALITY). PROVIDE EXTRA HELP AND GUIDANCE WHEN NEEDED.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

GROSS MOTOR

WEEKLY BRAIN BREAKS
DOUGH DISCO
SQUIGGLE



In the Autumn term children will:	In the Spring term children will:	In the summer term children will
<ul style="list-style-type: none"> Thread and weave using a fine pincer grasp <ul style="list-style-type: none"> Snip and cut paper Squash, squeeze, roll, pinch, press modelling materials to change their shape. Draw lines and circles using anticlockwise movements, retracing vertical lines Begin to form familiar and taught letters correctly Dress and undress managing simple fastening independently. Explore with a range of mark-making tools. Using them with purpose and intention <ul style="list-style-type: none"> Draw simple representations Use emergent letter shapes in their independent writing. Show preference for a dominant hand. Build and balance with large blocks 	<ul style="list-style-type: none"> Cut and shape paper, cutting along a straight, curved, pointy line Shape and mould modelling materials to change its form Use a fine pincer grasp when tearing paper Use a fine pincer grasp to transfer small objects from one vessel to another Use a range of one-handed tools- hole punch, stapler, tweezers Consolidate and refine taught letter formation, beginning to sit writing on a line. Hold pencils with a comfortable grip forming recognizable letters, most being correctly formed. Draw detailed images including finer facial details/ body parts when drawing people/ animals. Manage fastenings such as zips and buttons when dressing and undressing <ul style="list-style-type: none"> Build and balance with small blocks 	<ul style="list-style-type: none"> Tear, snip, cut and shape paper using scissors Use and hold pencils in a secure tripod grip, forming letters correctly, sitting them on a line. Use one hand consistently and independently for fine motor tasks <ul style="list-style-type: none"> Draw detailed images, colouring within the lines <ul style="list-style-type: none"> Draw shapes Build and construct with smaller construction kits such as Lego

CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options **From Development Matters 21:**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing



FOUNDATION 2 LONG TERM PLAN 2025-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2			
GENERAL THEMES	SUPER LAWN'S PARKERS	CELEBRATIONS!	ONCE UPON A TIME	WHERE IN THE WORLD	WHAT'S GROWING ON?	WONDERFUL ME!			
UNDERSTANDING THE WORLD RE / FESTIVALS  Making predictions Hypothesis 	<p>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.</p>								
WE ENABLE CHILDREN TO DEVELOP A POSITIVE SENSE OF THEMSELVES AND OTHERS AND LEARN HOW TO FORM POSITIVE AND RESPECTFUL RELATIONSHIPS. THEY WILL BEGIN TO UNDERSTAND AND VALUE THE DIFFERENCES OF INDIVIDUALS AND GROUPS WITHIN THEIR OWN COMMUNITY. CHILDREN WILL HAVE OPPORTUNITY TO DEVELOP THEIR EMERGING MORAL AND CULTURAL AWARENESS.	<p>In Autumn Term Children will: People and Communities</p> <ul style="list-style-type: none"> Show understanding of family by imitating scenes in play <ul style="list-style-type: none"> Begin to explore and develop friendships Explore celebrations, traditions and cultures – sharing their own <p>The World</p> <ul style="list-style-type: none"> Explore with small world equipment, showing interest in animals, plants and places Notice differences and changes in the world around them – Seasonal change <p>• Notice and name things in the places they live and play</p> <p>Technology</p> <ul style="list-style-type: none"> Show interest in technology and show a desire to acquire skills- looking for switches, asking how something works <p>REFLECTION TIME DAILY</p>	<p>In Spring Term Children will: People and Communities</p> <p>Talk about significant things in their life (present/past)</p> <p>Show interest in the things people do (jobs)</p> <p>The World</p> <p>Make comments about the place where they live and play</p> <p>Talk about things they have seen and experienced – Make comparisons with other parts of the world.</p> <p>Technology</p> <p>Know how to operate simple equipment Eg CD player, take a photograph</p> <p>Explore with remote controls, buttons, knobs and pulleys to make things work</p> <p>REFLECTION TIME DAILY</p>	<p>In Summer Term Children will: People and Communities</p> <p>Begin to know some of the things that make them unique</p> <p>Begin to share and talk about times and people that are special to them</p> <p>Begin to recognise similarities and differences in the ways they and others celebrate and live.</p> <p>The World</p> <p>Begin to talk about why things happen and how things work. (Sc)</p> <p>Begin to talk about where they live, its features and the things they do/ don't like (Geog) Natural or man-made</p> <p>Technology</p> <p>Use ICT hardware- ipads for photographs</p> <p>Use art software on Smart to create images and artwork</p> <p>REFLECTION TIME DAILY</p>	<ul style="list-style-type: none"> Tell us all about you...Which people are special to you, why? Being special: where do we belong? 	<ul style="list-style-type: none"> Autumn (seasonal change) / Christmas /Diwali 	<ul style="list-style-type: none"> Chinese new year Science: Changes in 	<ul style="list-style-type: none"> Easter Seasonal Change Where in the world does our food come 	<ul style="list-style-type: none"> What is special about our world? Awe and wonder: growth and change of animals 	<ul style="list-style-type: none"> What is special about our world? Weather –



FOUNDATION 2 LONG TERM PLAN 25-26

EARLY LEARNING GOALS – FOR THE END OF THE YEAR – HOLISTIC / BEST FIT JUDGEMENT!



COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds it a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitize (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>