

# FOUNDATION 2

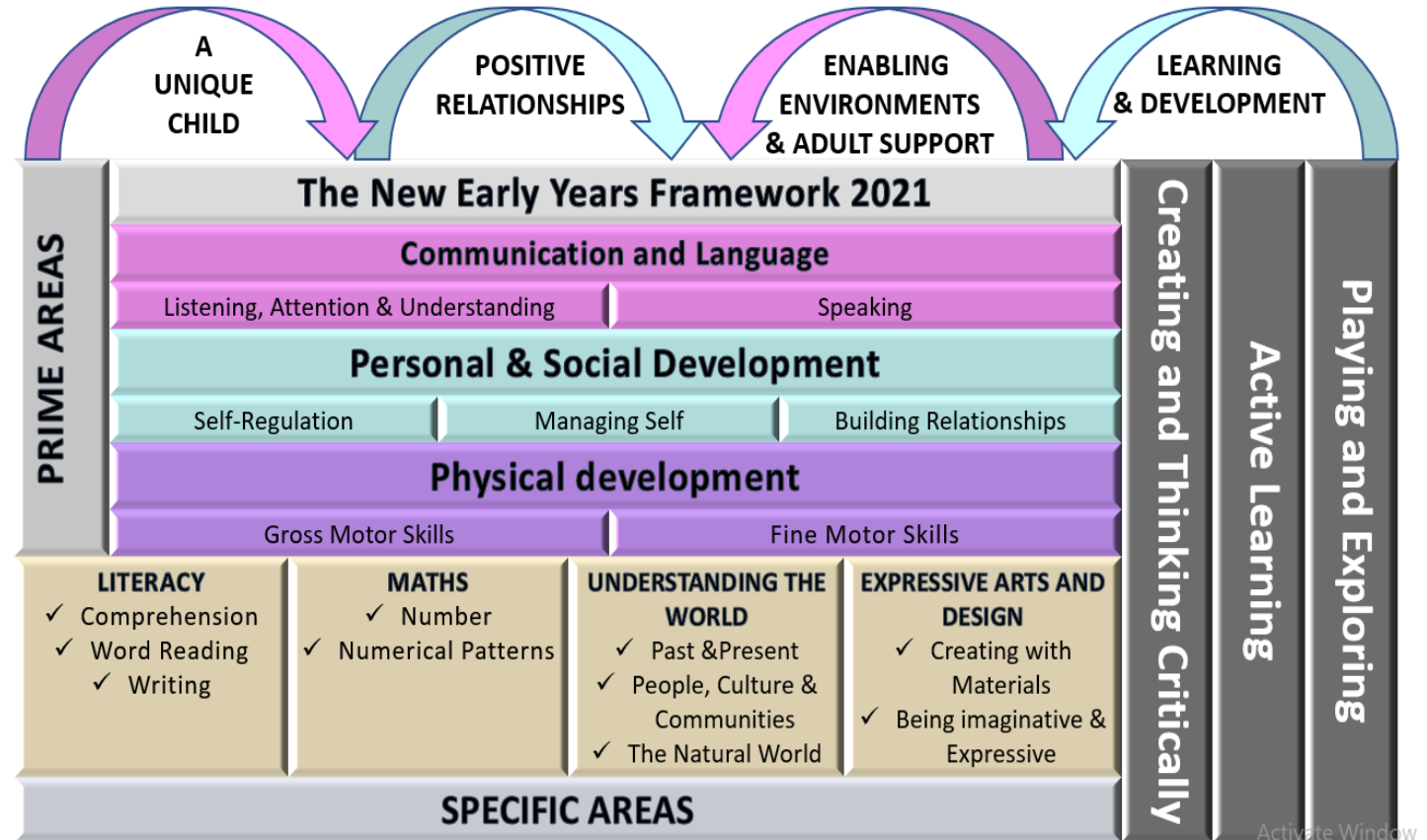
## LONG TERM PLAN 24-25



At Lawns Park, we aim to 'Make Learning Purposeful'. This runs through everything we do, from our lessons, our learning environment both indoors and outdoors to experience, visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Lawns Park Team!

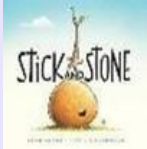
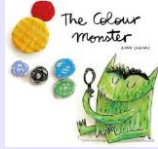
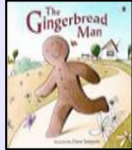
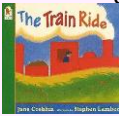







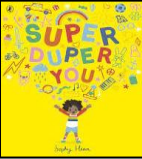










Children feel valued and respected in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the Foundation Stage. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 as happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.

The EYFS Team



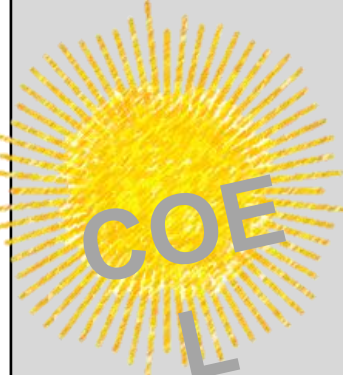



# FOUNDATION 2 LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2			
GENERAL THEMES NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS	<p><b>SUPER LAWNS PARKERS</b></p> <p>New Beginnings Starting school Our new school community People who help us</p>	<p><b>ONCE UPON A TIME</b></p>	<p><b>WHERE IN THE WORLD?</b> <b>LAND, SEA AND AIR</b> Geography /People/ Transport</p>		<p><b>WHAT'S GROWING ... IN THE GARDEN</b> Science – Plants and Minibeasts How does it grow? Life cycles</p>	<p><b>WONDERFUL ME!</b> Personal Growth and Ambition Review and reflect- personal growth</p>			
HIGH QUALITY TEXTS	<p>Stick and Stone The Colour Monster</p>  	<p>The Gingerbread Man</p> 	<p>Land- The Train Ride Sea- Where the Wild Things Are? Air- The Smeds and the Smoos/ Look up Cars and Trucks and Things that go</p>     		<p>The Extraordinary Gardener The Very Hungry Caterpillar/ Caterpillar to Butterfly</p>   	<p>Super Duper You Marvellous Me</p>  			
FANTASTICS									
'WOW' MOMENTS / ENRICHMENT	<p>Super Lawns Parker Day National Poetry Day- Thursday 3<sup>rd</sup> October Diwali ( 31/10/24)</p>	<p>Nursery Rhyme week 11<sup>th</sup>-15<sup>th</sup> Nov Remembrance Day Bonfire Night Gingerbread making Christmas Time Nativity Santa Theatre Visitors</p>	<p>National Storytelling week ( 27<sup>th</sup> Jan- 4<sup>th</sup> Jan) Ride on a train/ Bus World Book Day ( 06/03/25) Mother's Day (30/03/25)</p>		<p>Visit to a garden centre Egg Incubation Caterpillar/ Butterfly Allotment</p>	<p>Sports Day End of year Party</p>			



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD?		WHAT'S GROWING... ON THE FARM?	WONDERFUL ME!
 	<b>Characteristics of Effective Learning</b>					
	<p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> 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.</p>						
<p><i>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.'</i> EYFS Team</p>						
<p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>						



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD?		WHAT'S GROWING...IN THE GARDEN?	WONDERFUL ME!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Communication and Language 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><b>In Autumn1 children will:</b></p> <ul style="list-style-type: none"> <li>Introduce themselves and make new friends</li> <li>Use formal greetings 'Good morning/ good afternoon/ goodbye'</li> <li>Talk about experiences that are familiar to them</li> <li>Share their passions and dreams</li> <li>Talk about their family and show interest in the lives of other people</li> <li>Ask and answer question in response to what they hear</li> <li>Follow 2part instructions with prompts</li> <li>Learn and use new vocabulary- <b>Learning, Pride, Perseverance, Safety, Success</b>,</li> <li>Listen and respond to stories appropriately</li> <li>Joins in with traditional rhymes and songs</li> </ul>	<p><b>In Autumn 2 children will</b></p> <ul style="list-style-type: none"> <li>Learn and use new vocabulary (<b>Topic words see MTP</b>)</li> <li>Retell stories through words and actions</li> <li>Listen, respond to and give opinions about stories.</li> <li>Follow 2part instructions, asking for clarity where necessary</li> <li>Takes part in group discussion</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Use past, present and future tense appropriately with prompts</li> <li>Participate in a school performance</li> </ul>	<p><b>In Spring 1 children will:</b></p> <ul style="list-style-type: none"> <li>Learn and use new vocabulary (<b>Topic words see MTP</b>)</li> <li>Using language appropriately</li> <li>Retell a simple story using story language, remembering key points from a story</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Recount and talk about recent personal experiences using tenses appropriately</li> <li>Listen, respond to and give opinions about stories.</li> <li>Sing/say familiar songs, rhymes and poems.</li> <li>Begin to follow short sequences of instructions with prompts</li> </ul>	<p><b>In Spring 2 children will:</b></p> <ul style="list-style-type: none"> <li>Learn and use new vocabulary (<b>Topic words see MTP</b>)</li> <li>Recite taught poems, rhymes and songs</li> <li>Learn, use and develop prepositional language</li> <li>Listen to and engage in and talk about selected non-fiction</li> <li>Articulate ideas and thoughts into well-formed sentences</li> <li>Use talk to make connections, explain and question why things happen.</li> <li>Follow short sequences of instructions independently</li> </ul>	<p><b>In Summer 1 children will:</b></p> <ul style="list-style-type: none"> <li>Learn and use new vocabulary (<b>Topic words see MTP</b>)</li> <li>Learn and recite, new poems and songs and rhymes</li> <li>Listens to, engages in and talks about personal experiences events and learning</li> <li>Describes events in detail ( using adjectives): farm trip, life cycle</li> <li>Develop own narratives and explanations based on personal experiences</li> <li>Talk in full sentences, using increasingly complex structures ( eg using time connectives)</li> </ul>	<p><b>In summer 2 children will:</b></p> <ul style="list-style-type: none"> <li>Learn and use new vocabulary (<b>Topic words see MTP</b>)</li> <li>Learn, recite, perform taught poems,</li> <li>Talk about differences between people, objects and events</li> <li>Recall and talk about personal experiences using tenses appropriately</li> </ul>
The two strands of Communication and Language are	<ul style="list-style-type: none"> <li>Listening , Attention and Understanding</li> <li>Speaking</li> </ul>					
Daily story time using high quality texts related to the current theme or recommendations from children	<p>Daily story time using high quality texts related to the current theme or recommendations from children</p>					



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GENERAL THEMES	SUPER LAWN'S PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD?		WHAT'S GROWING... IN THE GARDEN?	WONDERFUL ME!
<p><b>Literacy</b> Reading skills will be developed throughout the year There will be a daily phonics session with a new phoneme introduced daily. This will be applied in reading through echo, choral and independent reading. Children will have an opportunity to apply new learning at word and sentence level. There will be opportunities to consolidate understanding in continuous provision.</p> <p>All children will have a reading book that is appropriate to their current phonic phase with at least one opportunity each week to read with and adult in school.</p> <p>Children will visit the library weekly</p> <p>There are 2 strands to Reading</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> </ul>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p><b>In Autumn Term children will:</b></p> <ul style="list-style-type: none"> <li>• Recognise phase 2 graphemes and articulate the sound purely</li> <li>• Segment and Blend to read phase 2 vc, cvc and cvcc words</li> <li>• Read Phase 2 common exception words on sight</li> <li>• Read, labels, captions and simple sentences using taught letters/ sounds</li> <li>• Develop confidence and fluency by re-reading favourite and familiar books</li> <li>• Talk about and describe key events and characters from stories read to them.</li> <li>• Join in with rhymes and stories- identifying rhymes and participating in repeated refrains.</li> <li>• Read own writing to check for sense ( labels, Captions and simple sentences)</li> </ul>	<p><b>In Spring Term children will:</b></p> <ul style="list-style-type: none"> <li>• show interest in and answer simple questions about the key texts</li> <li>• use words that I know to check my reading makes sense</li> <li>• Recognise phase 3 graphemes and articulate the sound purely</li> <li>• Segment and Blend to read phase 3 vc, cvc and cvcc words</li> <li>• Read Phase 3 common exception words on sight</li> <li>• Read, labels, captions and simple sentences using taught letters/ sounds</li> <li>• Develop confidence and fluency by re-reading favourite and familiar books</li> <li>• Talk about and describe key events and characters from stories read to them.</li> <li>• Join in with rhymes and stories- identifying rhymes and participating in repeated refrains.</li> <li>• Read own writing to check for sense ( labels, Captions and simple sentences)</li> </ul>	<p><b>In Summer term children will:</b></p> <ul style="list-style-type: none"> <li>• Notice if my reading makes sense and looks right</li> <li>• Think about what they already know to help with reading</li> <li>• Say taught rhymes by heart</li> <li>• Sometimes notice errors in their reading</li> <li>• Know that illustrations can help make sense of reading</li> <li>• Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</li> <li>• Begin to read phase 4 common exception words on sight</li> <li>• Read, labels, captions and simple sentences using taught letters/ sounds</li> <li>• Develop confidence and fluency by re-reading favourite and familiar books</li> <li>• Read own writing to check for sense ( labels, Captions and simple sentences)</li> </ul>			



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	Summer 1	Summer 2
	SUPER LAWN'S PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD?		WHAT'S GROWING... IN THE GARDEN?	WONDERFUL ME!
PHONICS COVERAGE	<p><b>Autumn 1</b>  <b>Phonics -Week 1( Settling in/ Baseline)</b>            Review of Phase 1 aspects with a particular focus on Rhyme/ Listening and Attention  <b>Week 2- Phase 2 Week 1 Teach:</b> graphemes s a t p  <b>Week 3 – Phase 2 Week 2 Teach :</b> graphemes i, n, m, d  <b>Week 4- Phase 2 Week 3 Teach:</b> graphemes g, o, c, k, Teach: tricky word <b>is</b>  <b>Week 5- Phase 2 week 4 Teach:</b> graphemes ck, e, u, r Teach: tricky word <b>I</b>  <b>Week 6- Phase 2 Week 5 Teach:</b> graphemes: h, b, f, l Teach: tricky word <b>the</b>  <b>Week 7:</b> Assess and review</p> <p><b>Autumn 2</b>  <b>Week1 Phase 2 Week 1 Teach:</b> ff, ll, ss, j Teach: tricky word <b>as</b>  <b>Week2 Phase 2 week 2 Teach:</b> v w x y Teach tricky words: <b>and has, his, her</b>  <b>Week3 Phase 2 week 3 Teach</b> z, zz, qu, words with (s) at the end, ch Teach tricky words: <b>go, no, to, into</b>  <b>Week4 Phase 2 week 4 Teach:</b>sh, th, ng, nk Teach tricky words :: <b>she he of</b>  <b>Week5 Phase2 week5: Teach:</b> Words with (s/s/) added at the end (hats, sits) Words ending with s/(z) (his) and (bags) Teach tricky words: <b>we, me, be</b>  <b>Week 6 Phase 2 Assess and review</b></p>		<p><b>Spring 1</b>  <b>Week 1 Phase3 Teach:</b> ai, ee, igh, oa  <b>Week 2 Phase3-Teach:</b> oo oo, ar, or Teach tricky words: <b>was, you, they</b>  <b>Week3 Phase3- Teach</b> ur ow. oi. Ear Teach tricky words <b>my by all</b>            Week4 Phase3- Teach air er, words with double letters dd, mm, bb, rr, gg, pp, ff            Teach tricky words: <b>are sure, pure</b>  <b>Week5 Phase 3-Teach:</b> longer words  <b>Week6:</b> Assess and review</p> <p><b>Spring 2</b>  <b>Week1 Phase3- Review:</b> ai, ee, igh, oa, oo,ar, or, ur, oo, ow, oi, ear  <b>Week2 Phase 3 Review</b> er, air, words with double letters, longer words.  <b>Week3 Phase 3 Teach:</b> words with two or more digraphs  <b>Week4 Phase3 Teach:</b> Longer words, words ending in -ing, compound words  <b>Week5 Phase3 Teach:</b> longer words, words with s (/z/) in the middle, words ending in -s, words with -es at the end.</p> <p><b>No teaching of new tricky words, secure spelling of those taught so far</b></p>		<p><b>Summer 1</b>  <b>Week1 Phase 4- Teach</b> short vowels cvcc Teach tricky words: <b>said, so, have, like</b>  <b>Week2 Phase 4-Teach</b> short vowels cvcc, ccvc Teach tricky words: <b>some, come, love do</b>  <b>Week3 Phase 4- Teach short vowels</b> ccvcc, cccvc, cccvcc Teach tricky words: <b>were, here little, says</b>  <b>Week4 Phase 4- Teach</b> longer words, compound words Teach tricky words <b>there, when, what, one</b>  <b>Week5 Phase 4- root words ending in :</b> -ing, -ed (/t/), -ed /id/, - est Teach tricky words <b>out, today</b></p> <p><b>Summer 2</b>            Week1 Phase4- Long vowel sounds cvcc, ccvc            Week2 Phase4- Long vowel sounds ccvc, cccvc, ccv, ccvcc            Week3 Phase4- Phase 4 words ending in -s (s), Phase 4 words ending in -es (z) Longer words            Week4 Phase 4- Root word ending in -ing, -ed (/t/) -ed (/id/) -ed (/d/)            Week5 Phase 4- root word ending in - er, -est Longer words,</p> <p><b>No teaching of new tricky words, secure spelling of those taught so far</b></p>	





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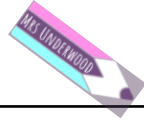
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD?		WHAT'S GROWING... IN THE GARDEN	WONDERFUL ME!
WRITING	<p><b>Key/ Supporting Texts:</b>            Stick and Stone            The Colour Monster            The Gingerbread Man            The Tell Me Tree            Each Peach Pear Plum            Not a Stick            Have you Filled my Bucket?            My Friend Bear            The Go- away Bird            What is Autumn?            The Nativity</p> <p><b>In the Autumn term children will:</b></p> <ul style="list-style-type: none"> <li>Use a dominant hand holding pencils and mark making tools in a comfortable grip</li> <li>Give meaning to their marks, using writing as a means of communication.</li> <li>Write their name with increasing independence, using a capital letter at the start</li> <li>Understand 'nouns' as a label that name a person a place or a thing</li> <li>Understand and use writing as having different purpose</li> <li>Write labels, lists, captions and simple sentences</li> <li>Match letters to sounds (phase 2) segmenting to spell phonically regular words</li> <li>Write the pronoun I independently</li> <li>Begin to spell accurately Phase 2 irregular words</li> </ul> <p><b>Focus Text Type</b></p> Entertain- Rhyme, Story <ul style="list-style-type: none"> <li>Inform - Name writing (F2)</li> <li>Portraits</li> <li>Auto-Biography (I am statements) ( assessed piece)</li> <li>Labels, captions, sentences, lists</li> </ul>		<p><b>Key/ Supporting Texts:</b>            The Train Ride/ Naughty Bus            Where the wild Things Are            The Smeds and The Smoos/ Look Up            The Alien series            You can't get an elephant on a bus            The Runaway Train            Cars and trucks and Things that go</p> <p><b>In the Spring term children will</b></p> <ul style="list-style-type: none"> <li>Consistently use a dominant hand, holding pencils in a comfortable tripod grip</li> <li>Sit appropriately at a table for guided writing activities</li> <li>Understand and use 'adjectives' as words that describe</li> <li>Combine nouns and adjectives to write captions and simple sentences</li> <li>Match letters to sounds (phase 3) segmenting to spell phonically regular words</li> <li>Write Phase 2 HFW's and irregular words accurately</li> <li>Begin to use conjunction 'and'</li> </ul> <p><b>Focus Text Type</b></p> Entertain- Story writing/ sequencing <ul style="list-style-type: none"> <li>Inform- letters/ Postcards.</li> <li>Maps</li> <li>Auto-Biography ( I am statements) ( assessed piece)</li> <li>Labels, captions, sentences</li> </ul>		<p><b>Key/ Supporting Texts:</b>            The Extraordinary Gardner            The Very Hungry Caterpillar            Super Duper You            Marvellous Me            Caterpillar to Butterfly            Where does food come from?            Oliver's Vegetables            Muncha Muncha Muncha            Monsters don't eat broccoli            What to do with a worry</p> <p><b>In the Summer Term children will</b></p> <ul style="list-style-type: none"> <li>Write for a range of purposes, noticing and using the features of different texts with increasing independence</li> <li>Segment to spell independently, writing phonically regular words accurately</li> <li>Spell Phase 2/3 HFW's and common exception words accurately</li> <li>Understand and use 'verbs' as action words.</li> <li>Write increasingly complex sentences that include nouns, adjectives and verbs.</li> <li>Begin to use full stops, capital letters and fingers spaces between their words</li> <li>Begin to write simple narratives based on familiar texts.</li> </ul> <p><b>Focus Text Type</b></p> Inform- Fact Files, diary entries, posters <ul style="list-style-type: none"> <li>Entertain_ Poetry (Alliteration)</li> <li>Auto-Biography I am statements</li> </ul>	

**WRITING**

Writing skills will be developed throughout the year There will be a daily phonics session with a new grapheme introduced and modelled.. This will be applied in oral spelling and writing from word level to sentence level. There will be opportunities to consolidate understanding in continuous provision.




All children will have a mark-making book where one sample piece of guided writing per week will be collated.

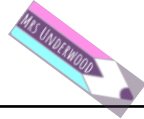
Half termly writing assessments will take the form of a portrait and biography



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EARLY LEARNING GOALS PRIME AREAS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT
<ul style="list-style-type: none"> <li>• <b>ELG: Listening, Attention and Understanding</b></li> <li>• 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</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p style="text-align: center;"><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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 and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELG: Self-Regulation</b></li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p style="text-align: center;"><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELG: Gross Motor Skills</b></li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p style="text-align: center;"><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>



# FOUNDATION 2 LONG TERM PLAN 24-25

EARLY LEARNING GOALS SPECIFIC AREAS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!



## LITERACY

### ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds it a letter or letters.
- Write simple phrases and sentences that can be read by others.



## MATHS

### ELG: Number

- Have a deep understanding of number to 10, including the composition of each number;
- 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.

### ELG: Numerical Patterns

- 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



## UNDERSTANDING THE WORLD

### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

### ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



## EXPRESSIVE ARTS AND DESIGN

### ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

### ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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.