

Foundation 2 (Autumn Term)							
Topic	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Numeracy	Understanding the World	Expressive Arts and Design
Ourselves All about me Who am I?	<p>Rules and routines of the classroom. How should we behave in school?</p> <p>Introduce school values. What are the school values?</p> <p>Discuss feelings and when we feel different emotions. When do we feel happy?</p> <p>Getting to know each other and making friends. Who do you like to play with?</p>	<p>Circle time How well can we sit and listen? Can we answer a question?</p> <p>Talking about likes / dislikes. What is our favourite toy?</p> <p>Talk about our family and friends. What does Mummy like doing?</p>	<p>Pencil grip Can we write our name?</p> <p>Use of scissors. Can we cut out this shape?</p> <p>Getting changed for PE. Can we get changed into our PE kit</p> <p>Using climbing equipment in the outdoor area. Can we balance on the beam?</p> <p>Spatial awareness. Can we find a space?</p> <p>Travelling with a beanbag and ball. Can you take your puppy (ball) for a walk?</p>	<p>Begin Read write inc phonics programme. What letter sound does snake begin with?</p> <p>Rhyming What rhymes with cat?</p> <p>Writing letter sounds, name and CVC words. Can we write pig?</p> <p>Begin the reading scheme when children are ready.</p>	<p>Number recognition. What comes before 5?</p> <p>Accurate counting. How many dinosaurs have we got?</p> <p>Ordering numbers. Can we order the minions from 1-10?</p> <p>Practical addition / subtraction. We have got 6 children. 1 goes off to play, how many are left?</p> <p>2D shape names and properties. Can we find a circle?</p> <p>Height Who is taller?</p> <p>Patterns What colour comes next?</p>	<p>Learning about our 5 senses. What can we hear?</p> <p>Discussing our family likes / dislikes. What do we like doing at the weekend?</p> <p>Introducing the Smartboard. Can we move the objects with our magic finger?</p> <p>Remote control vehicles. Can we make the digger go up the hill?</p>	<p>Introduce the workshop and painting areas. Can we use the scissors, glue and collage materials to make a number poster?</p> <p>What paint will we use to paint a self-portrait?</p> <p>A variety of role play and small world areas. For example Home corner Who would like to come for tea?</p> <p>Music- Singing a variety of well-known songs. Can we join in the actions?</p> <p>Construction – A range of construction toys both indoor and out. Can you build a new house for your friends?</p>

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Percy the park keeper Who are Percy's friends?	<p>Discuss Percy and his friends. Is he a good friend? Why?</p> <p>Discuss the feelings of the animals after they have lost their homes to the storm. What would we be sad to lose?</p> <p>Continue to reinforce rules, routines and behavioural expectations in school. What are our school values?</p>	<p>Listen and talk about a range of stories linked to Percy the Park keeper. What did Percy do to help the animals?</p> <p>Extends vocabulary by exploring the meaning of new words. What does nocturnal mean?</p> <p>Take part in imaginative play recreating roles and experiences.</p>	<p>Pencil grip Can we write cap? How do we write a 'd'?</p> <p>Use of scissors. Can make an invention for Percy?</p> <p>Getting changed for PE. Can we get changed into our PE kit</p> <p>Using climbing equipment in the outdoor area. Can we balance on the beam?</p> <p>Spatial awareness. Can we find a space?</p> <p>Travelling, balancing and jumping in gymnastics. How can we get across the bench?</p>	<p>Continue Read write inc phonics programme. How do we spell 'dig'?</p> <p>Reading and writing CVC words / Simple captions.</p> <p>Looking at the difference between fiction and non-fiction books. What do we use the contents page for?</p> <p>Attempts writing in meaningful contexts. Can we write a job list for Percy?</p>	<p>Number recognition. What comes before 10?</p> <p>Accurate counting / ordering numbers. How many acorns have the squirrels got? Ordering numbers. Can we order the hedgehogs 1-10 / 1-20?</p> <p>Practical addition / subtraction. Can we add the badgers and foxes together by counting on from the first group?</p> <p>Shows an understanding of sharing equally and solving practical problems. How many bulbs should Percy put in each pot?</p> <p>Positional language Where is the squirrel sitting?</p> <p>Introduce 3d shapes Can we spot a cube?</p> <p>Everyday language related to time. When does the fox sleep?</p> <p>Creating and continuing patterns. What comes next?</p>	<p>Looking at similarities, differences and change? How are the foxes and the badgers similar?</p> <p>Make observations about the environment and animals. What facts do we know about hedgehogs?</p> <p>Introducing the Beebot. Can we send the Beebot to the treehouse?</p>	<p>Constructs with a purpose in mind using a variety of materials. Can we build a new hut for Percy? What invention can we build with these materials?</p> <p>Uses tools and techniques competently and appropriately. Can we cut out the hedgehog and give him some spikes?</p> <p>Introduces a storyline or narrative into play. What is Percy up to today?</p> <p>Chooses particular colours to use for a purpose? What colours will we need for Percy's park?</p>

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Celebrations Christmas and Diwali What is the real meaning of Christmas? What is the festival of lights?	<p>Discuss Christmas and Diwali. How are they similar or different? Who celebrates Diwali? What is Advent?</p> <p>Continue to reinforce rules, routines and behavioural expectations in school. What are our school values?</p>	<p>Listen and talk about a range of stories and information books about Christmas and Diwali. Who was born in a stable? What happened to Rama and Sita?</p> <p>Extends vocabulary by exploring the meaning of new words. What is a Sari? When is boxing day?</p> <p>Take part in imaginative play recreating roles and experiences.</p>	<p>Pencil grip and correct letter formation. Can write a list for Father Christmas? Can we colour Rangoli patterns and make them symmetrical?</p> <p>Use of scissors and other tools to construct for a purpose. Can we make a present in the elves workshop?</p> <p>Continued gross motor skills and challenges to develop co-ordination, spatial awareness and agility.</p>	<p>Continue Read write inc phonics programme.</p> <p>Reading and writing CVC words / Simple captions.</p> <p>Looking at the difference between fiction and non-fiction books. How are Diwali and Christmas similar?</p> <p>Attempts writing in meaningful contexts. Can write a list of Father Christmas?</p>	<p>Number recognition. What comes after 12?</p> <p>Accurate counting. How many presents are in Santa's sack?</p> <p>Ordering numbers. Can we order the snowflakes? 1-10 /1-20</p> <p>Use the correct language involved in adding and subtracting. The reindeer has eaten some carrots, what has happened?</p> <p>Shows an understanding of sharing equally and solving practical problems. How baubles does each tree have?</p> <p>Explore 3d shapes. What shape is the present?</p> <p>Creating and continuing patterns. Can we use the Christmas decorations to make a pattern?</p>	<p>Discussing family customs and routines. Discussing and learning about the celebrations Diwali and Christmas. How do we celebrate Christmas at home?</p> <p>Discussing the changes in weather? Why is there frost on the ground?</p> <p>Exploring remote control presents in the elves workshop. What makes the car move?</p>	<p>Builds a repertoire of songs and dances. Christmas nativity songs and actions. Can we all sing and remember the action?</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. Can we make a decoration for the tree?</p> <p>Constructs with a purpose in mind using a variety of materials. Can make a present for Father Christmas in the Elves workshop?</p> <p>Uses tools and techniques competently and appropriately. Can we cut out the Christmas bell and decorate it?</p> <p>Introduces a storyline or narrative into play. Can we find a place to stay tonight? All of the inns are full!</p> <p>Chooses particular colours to use for a purpose? Can we make the Rangoli patterns symmetrical?</p>