



## Foundation 2 Curriculum Overview



### EYFS Intent

- ✚ At Brookhurst Primary School we aim to create a learning environment that builds relationships which will support, enhance and invite a child's curiosity, confidence and individuality to flourish regardless of their gender, background, circumstance or need.
- ✚ We aim to work collaboratively with our families in order to develop independent and enthusiastic learners who will thrive and reach their full potential academically and socially.
- ✚ It is our intent that children who enter our school in Foundation 2 begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally, whilst also developing and embedding a positive attitude to school and a love for learning.
- ✚ To ensure children make good progress, it is our intent to take into consideration the starting points and needs of all our pupils as they begin their learning journey and build on these.
- ✚ Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences.
- ✚ Following the personal interests and individual needs of our children allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve a child's next steps.



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	Autumn		Spring		Summer	
<b>Seasons Awareness Days and Celebrations</b>	<b>19<sup>th</sup> – 25<sup>th</sup> September</b> Recycle Week  <b>World smile day</b> <b>1<sup>st</sup> October</b>  <b>October</b> Black History Month  <b>4<sup>th</sup> –10<sup>th</sup> October</b> World Space Week  <b>10<sup>th</sup> October</b> World Mental Health Day  ADHD Awareness Month	Autumn <b>5<sup>th</sup> November</b> Bonfire Night/Firework safety <b>13<sup>th</sup> November</b> Diwali <b>11<sup>th</sup> November</b> Remembrance Day <b>13<sup>th</sup> November</b> World Kindness Day <b>17<sup>th</sup> November</b> Children in Need <b>13<sup>th</sup> - 17<sup>th</sup> November</b> Anti Bullying Week <b>19<sup>th</sup> -25<sup>th</sup> November</b> Road SafetyWeek <b>December 7<sup>th</sup></b> Hanukkah <b>December</b> Christmas	Winter <b>January</b> RSPB garden birdwatch (Year of the Dragon) <b>30<sup>th</sup> January</b> National story telling week <b>5<sup>th</sup> February</b> Children’s Mental Health Week <b>7<sup>th</sup> February</b> Safer Internet day <b>10<sup>th</sup> February</b> Chinese/Lunar New Year	Spring <b>13<sup>th</sup> February</b> ShroveTuesday <b>1<sup>st</sup> March</b> St David’s Day <b>7<sup>th</sup> March</b> World Book Day <b>8<sup>th</sup> March</b> International Women’s Day <b>8<sup>th</sup> -17<sup>th</sup> March</b> National ScienceWeek <b>10<sup>th</sup> March</b> Mother’s Day <b>15<sup>th</sup> March</b> Red Nose Day <b>23<sup>rd</sup> March</b> World Maths Day <b>March/April</b> Easter	<b>1<sup>st</sup> May</b> - May Day <b>20<sup>th</sup> May</b> Walk to School week	Summer <b>5<sup>th</sup> June</b> World Environment Day <b>8<sup>th</sup> June</b> World Ocean Day <b>16<sup>th</sup> June</b> Father’s Day <b>16<sup>th</sup> June</b> Eid al-Fitr
<b>Themes to Explore (to include children’s interests in red)</b>	Family and diversity Feelings and Emotions Transition to my new class, rules and routines Friendships What makes me special Our favourite things Looking after myself at school	Space and beyond Festivals and Fireworks Kindness Pumpkins, turnips and harvest Christmas	Winter, Native British birds Frozen Lands Lunar/Chinese New Year Stories from around the world Introducing Drawing Club	Stories from around the world Traditional Tales – Right and Wrong – Stories told from another point of view National Science Week Easter	How Does Your Garden Grow? Planting and growing - What does a seed need? Minibeasts - How can minibeasts help us in the garden?	Animals around the World Beaches and Looking After our Environment Once there were Giants – Looking at how we have grown. Sports/Keeping healthy Our bodies



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<b>Reading Key Texts</b>	<p>The Invisible String What makes Me a Me? A Great Big Cuddle Super Duper You</p>	<p>Steps to Read Texts Tiny Little Rocket Beegu My First Book of Planets A Rocketful of Poems Little Glow</p>	<p>Hairy Toe The hundred Decker Bus Goldilocks and The Three Bears Winnie and Wilbur at Chinese New Year Little Red Riding Hood</p>	<p>Three Billy goats Gruff The Three Little Pigs La Princesca and the Pea The Gingerbread Man</p>	<p>Jack and the Beanstalk Errol's Garden The Kings Pants Here's a Little Poem Extraordinary Gardener The Big Book of Bugs (Non-fiction Text) The Great Explorer The Ugly Five At the Beach The Wild Wild Sea</p>
<b>Supporting Texts</b>	<p>Kind: The Rainbow Fish Big book of families Ruby's Worry Pip and Posy: The New Friend Children Just Like Me Stickman</p>	<p>Whatever Next Astro Girl The Smeds and the Smoos Man on the Moon Star in the Jar</p>	<p>Lila and the Secret of the Rain (Africa) Lost and Found (Arctic) The Koala who could (Australia)</p>	<p>Hansel and Gretel The enormous Turnip Elves and the Shoemaker Children to bring in texts from home Alternative tales – story told from another character point of view.</p>	<p>Queen's Hat Jaspers Beanstalk My Friend Whale Dear Greenpeace The Plastic Bottle The teeny weeny tadpole</p>
<b>Personal, Social and Emotional Development</b>	<p>Select &amp; use resources; play with others; follow rules &amp; develop a sense of community; talk about feelings.</p> <p>Identify and discuss different feelings</p> <p>Encourage children to talk about what they are learning</p> <p>Develop sharing and turn taking skills</p> <p>Kindness Tree – adding a leaf each time there's an act of kindness</p> <p>Show understanding of others' feelings (empathy)</p>	<p>(As autumn term plus...)</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others – Link to traditional tales – exploring characters and stereotypes</p> <p>Being safe online</p> <p>Safe Strangers – keeping safe out and about</p>	<p>(As autumn and spring term plus...)</p> <p>Be confident to try new activities and persevere if things are difficult.</p> <p>Set and work toward simple learning goals</p> <p>Develop independence during independent and adult tasks</p> <p>Healthy living (personal care, diet, exercise, oral hygiene)</p> <p>Transition to Year 1</p>		



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<b>Communication and Language</b>	<p>Retell stories; learn rhymes; start conversations &amp; listen/respond; talk for getting on socially.</p> <p>Listening games – understand what makes a good listener</p> <p>Engage in conversation about themselves, their families and their interests</p> <p style="text-align: center;">Be able to express a point of view</p> <p style="text-align: center;">Express ideas and feelings</p> <p style="text-align: center;">Develop a narrative in their play</p> <p style="text-align: center;">Acquire and use new vocabulary</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Make comments about what they have heard.</p>	<p>Offer explanations for why things happen.</p> <p>Offer explanations and responses to stories and experiences.</p> <p>Listen &amp; respond with questions &amp; comments; talk for expressing ideas, explanations &amp; feelings.</p> <p style="text-align: center;">Talk for thinking &amp; negotiating</p>
<b>Physical Development</b>	<p><b><u>Fine Motor development</u></b> - Holding one-handed tools and equipment correctly. Holding a pencil effectively to form recognisable letters.</p> <p><b><u>Gross Motor Development</u></b> - Negotiating space successfully and adjusting speed or direction to avoid obstacles. Movement, balance, riding &amp; ball skills; collaborate to move equipment safely; outdoor apparatus.</p> <p>Managing their own basic hygiene and personal needs successfully.</p> <p><b>GetSet4PE:</b> Introduction to PE/fundamental Skill</p>	<p><b><u>Fine Motor development</u></b> - Tools; handwriting/letter formation focus</p> <p><b><u>Gross Motor Development</u></b> - Ball skills/hall apparatus, outdoor bikes and climbing equipment</p> <p style="text-align: center;"><b>GetSet4PE:</b> Gymnastics and dance</p>	<p><b><u>Fine Motor development</u></b> - Tripod grip; tools; accuracy &amp; care in drawing.</p> <p><b><u>Gross Motor Development</u></b> - Negotiate space; move with strength, balance, co- ordination &amp; energy/hall apparatus. Sports day activities.</p> <p style="text-align: center;"><b>GetSet4PE:</b> Games, Fundamentals 2, Sports day</p>



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English	<p style="text-align: center;">Monster Phonics (See overview on the next page)</p> <p style="text-align: center;">Phonics Phase 1 consolidation – Listening Games, discrimination of sounds, rhyming strings, initial letters.</p> <p style="text-align: center;">Name writing</p> <p style="text-align: center;">Fine motor- pencilcontrol/letter formation</p> <p>Listen to stories and retell in adult inputs and in play</p> <p style="text-align: center;">Writing initial sounds and basic CVC labels</p> <p>Describe events in familiar stories and predict events (join in)</p>	<p style="text-align: center;">Monster Phonics – Term 2 (See overview on the next page)</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Writing captions, labels, messages and simple sentences -- finger spaces, full stops and capital letters</p> <p>Draw on vocabulary and knowledge from non-fiction books and stories</p>	<p style="text-align: center;">Monster Phonics - Term 3 (See overview on the next page)</p> <p>Writing lists, labels, captions and sentences. Letter to new Reception children/new teacher/postcards</p> <p>Use and understand new vocabulary from stories, poems and non-fiction texts</p> <p style="text-align: center;">Discuss what they know/ have found out Sequence and retell stories</p> <p>Writing sentences- finger spaces, capital letters, full stops</p> <p>Use and understand new vocabulary from songs and Stories</p> <p style="text-align: center;">Sequence and retell stories</p> <p style="text-align: center;">Adapt narratives</p>
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## Foundation 2 Curriculum Overview

### Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k c k	e u r	h b	f f f l l s s	j v w x	y z z z q u	ch sh th <sup>(v)</sup> th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
							ASSESSMENT 1					ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children
						ASSESSMENT 3						ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ <small>with previously taught graphemes</small>	CVC+ <small>with previously taught graphemes</small>	CCVCC	CCVCC	CVC+ <small>polysyllabic</small>	CVC+ <small>compound words</small>	CCC onset words CCVCC+ <small>with previously taught graphemes</small>	CCVCC+ <small>with previously taught graphemes</small>	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could
												ASSESSMENT 5



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Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Planning</b> <b>White Rose/Master the Curriculum</b>  <b>Autumn</b> <b>Getting to know you</b> <b>Just like me</b> <b>It's me 1, 2, 3</b> <b>Light and Dark</b>  <b>Spring</b> <b>Alive in 5 – Number Bonds to 5</b> <b>Growing 6,7,8 – properties of numbers to 8</b> <b>Building 9 &amp; 10 - number bonds of 10</b>  <b>Summer</b> <b>To 20 and beyond</b> <b>First, Then and Now</b> <b>Find</b> <b>My Pattern</b> <b>On the Move</b>	Match and sort everyday objects - Subitising, Time, measures, calendar, - RBA Baseline and observations for Tapestry. -Key times of the day, routines and exploring the continuous provision - Matching and sorting skills -Comparing Amounts, 5 frames to support children to subitise and compare -Comparing size, Mass and Capacity -making simple patterns <b>Key Texts</b> - Simon Sock -Dear Zoo -Where's My Teddy? -We're Going on a Bear Hunt <b>Number Rhymes/songs</b> -In and out the Dusty Bluebells -Clap your hands and wiggle your fingers	Representing 1,2,3 Shape -Representing 1,2,3 using perceptual subitising and fingers as tools to denote "how many?". -using counting as a tool to denote "how many?". -comparing 1,2,3 using 5 frames. -Composition of 1,2,3 using conceptual subitising and counting as tools -Representing 4, 5 as above -Circles and Triangles -Shapes with 4 sides -Spatial awareness, positional language, Night and Day <b>Key Texts</b> -The Three Pigs -Washing line -Rose's Walk -Love Triangle Number <b>Rhymes/songs</b> -When Goldilocks went to the house of the bears -Five little ducks -One Elephant went out to play -1, 2, 4, 4, 5 once I caught	Comparing numbers to 5 Combining two groups  Introducing zero -Comparing numbers to 5, using the tools of perceptual subitising and counting -Composition of 4 and 5 using the tools of conceptual subitising and counting (5 frames and double-sided counters) Compare mass Compare capacity -Representing 6,7,8 (using 10 frames) using perceptual subitising and fingers as tools to denote "how many?". -Composition of 6,7,8 using conceptual subitising and counting as tools -combining 2 groups -Length and height, Time <b>Key texts</b> -A Squash and a Squeeze -Room on the Broom -Don't forget the bacon <b>Number Rhymes/Songs</b>	Numbers 6,7,8 Length and height  -Representing 9,10 (using 10 frames) using perceptual subitising and fingers as tools to denote "how many?". -Composition of 9,10 using conceptual subitising and counting as tools -comparing numbers to 10 -Number bonds using the tools of perceptual and conceptual subitising and counting (ten frames) -3D shape -Pattern (repeating) -Consolidation Weeks  <b>Key Texts</b> -Ten Little Superheroes -Anno's Counting book - One mole digging a hole <b>Rhymes/songs</b>	Composition of numbers to 10 Number bonds to 10 To 20 and beyond  -Building numbers beyond 10 - verbally counting patterns beyond 10 -spatial reasoning (through art and design) - adding more (changing a quantity of a group) -taking away (the quantity of the group is changed) -spatial reasoning (combining shapes to make new shapes)  <b>Key Texts</b> - How to count to one -Mr. Gumpy's outing -The shopping basket  <b>Number rhymes/songs</b> -10 in the bed -10 green bottles	Doubling, sharing  -Doubling (using ten frames) to show "twice as many". -sharing and grouping mini project using the story  "When the Doorbell Rang" -even and odd (using ten frames and grouping)  -spatial reasoning (playing games and using models to give verbal instructions).  -patterns and relationships project using the text "How many legs?"  -spatial reasoning using maps from stories  <b>Key Texts</b> -When the doorbell rang -How many legs? -Pattern fish  <b>Number Rhymes/songs</b> -10 fat sausages



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<b>Understanding the World</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar.</p> <p>Introduce wider school community and their roles – Mr Williams, Mr Bate, office staff, cooks teachers on duty.</p> <p>Explore the natural world around them – the playgrounds, the track and trees – take seasonal photo of the oak tree.</p> <p>Where do I live? Simple maps/Google Earth</p> <p>Snap Science – What am I made of?</p> <p>What was Christmas like for my parents/grandparents?</p>	<p>Investigating materials – what makes a good roof?</p> <p>National Science Week – Investigating wheels – Do bigger wheels make vehicles go faster?</p> <p>Zip lines – including fair tests and changing variants</p> <p>Snap Science – Light and Dark, shadows</p> <p>Google Earth -local &amp; contrasting environments; maps – looking at different settings linked to traditional tales</p>	<p>Snap Science – What can I Grow for my Dinner?</p> <p>Seasons – Spring and Summer</p> <p>Contrasting environments; natural processes &amp; changes – seasons &amp; states of matter.</p> <p>Explore the natural world and local area, observing and describing the world around them</p> <p>Beaches and Our Environment</p> <p>Queens and Kings of the Past - Similarities/differences between past/present; figures from the past</p> <p>Countries; local &amp; contrasting environments; maps</p>
<b>Expressive Arts and Design</b>	<p>Texture &amp; joining materials; draw with detail; respond to music, sing songs &amp; improvise.</p> <p>Develop storylines in their pretend play</p> <p>Mark Making and self-portraits</p> <p>Sing in a group – singing rhymes before transitions – lunch time, home time, Nativity</p> <p>Learn Harvest song- Cauliflowers Fluffy</p>	<p>Small world construction &amp; story telling; colour mixing; play instruments with control to express feelings &amp; ideas.</p> <p>Exploring Paint Techniques – Marbling</p> <p>Observational drawing of flowers</p> <p>Explore and engage in music making and dance, performing solo or in groups e.g Chinese dragon dance</p>	<p>Perform Poems from “Here’s a Little Poem”</p> <p>Explore the use of different tools linked to gardening and the beach</p> <p>Use props in role play; recount, adapt &amp; invent narratives; sing &amp; perform rhymes, songs, poems &amp; stories; move in time with music.</p> <p>Collage</p>





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<b>Enrichment</b>	Xplore visit – linked to space Donating – trip to the charity shop Nativity Play Christmas stories and hot chocolate with buddies Nanny Sharon Alpaca Farm	Mystery Readers Stay and Play for families House visit with Buddies to local areas – Port Sunlight, Eastham, Brimstage, Dibbinsdale	Trip to the Local Shops Visit from SS Reptiles – Minibeasts Visit to Knowsley Safari Park – Animals Around the World Sports Day
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