



Long Term Plan
Foundation 2

2021/22

Foundation 2 EYFS	Subject Area	Autumn		Spring		Summer		Scheme Used
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Enquiry Topic/Question:	Are we all the same? (Baseline) Why are the leaves changing colour?	Are all environments the same?	Where might an alien come from?	Could a tiger come to tea?	How can we care for a minibeast?	How do humans change our environment?	
	Celebration/Festivals	Harvest Festival	Diwali, Bonfire Night, Christmas,	Chinese New Year, Valentines day, Shrove tuesday, Mother's Day	Easter Sunday, Good Friday	Father's Day	Coast 2 Country	
	Texts (note may change)	Bug School, Whiffy, Wilson the	Rama and Sita, Stanley's	Beegu, Aliens love underpants,	The Tiger who came to tea, Mog,	Yucky worms, What the	Rainbow Fish, Who swallowed	



Long Term Plan
Foundation 2

2021/22

	dependent on children's interests)	Wolf who wouldn't go to school, The Colour Monster, Elmer, Funnybones, Pumpkin Soup, Leaf Man, We're going on a leaf hunt!	Stick, Stick Man, Blue Penguin, Lost and Found, Penguin, Be brave little penguin, The penguin who wanted to find out, the Jolly Postman, The Christmas Story	Whatever Next, the Smeds and the Smoos, How to catch a star, Here we are, Draw me a star, There's no place like space.	Rumble in the jungle, Mr tiger goes wild, There's a tiger in the garden, Dear zoo, Are you there little tiger?	ladybird heard, Superworm The Grouchy Ladybird, The Hungry Caterpillar, The Very Busy Spider, Spinderella,	stanley, Tiddler, The Snail and the Whale, The lighthouse keeper's lunch.	
	Rhymes (note may change dependent on children's interests)	'Hello' rhyme, Classroom management rhymes, If you're happy and you know it, Heads, shoulders,	Diwali lights,	Twinkl little star,	Down in the jungle. 10 little monkeys	Mad About Minibeasts! Giles Andreae & David Wojtowycz		



Long Term Plan
Foundation 2

2021/22

		knees and toes, Those bones!, 5 Little pumpkins, 1,2,3,4,5...once I caught a fish alive, 5 Currant buns				(rhymes)		
	Prior Knowledge	3 and 4 Year Olds Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Personal, Social and Emotional Development • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. •						



Long Term Plan
Foundation 2

2021/22

		Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. Physical Development • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example,	
--	--	---	--



Long Term Plan Foundation 2

2021/22

		putting coats on and doing up zips.						
	Future Knowledge	Year 1 This will prepare children for Science topics such as 'seasons' and 'animals and humans'.	Year 1 This will prepare children for the RE topic: 'Hinduism and 'Nativity' and the History topic: 'Great Fire of London'.	Year 1 This will prepare children for the History topic: 'The Space Race' and Geography skills such as map work, recognising countries and naming human and physical features.	Year 1 This will prepare children for the RE topic: 'Easter' and Science topics: 'Types of animals', 'Living things', 'parts of an animal' and 'Habitats'.	Year 1 This will prepare children for Science topics: 'Types of animals', 'Living things', 'parts of an animal' and 'Habitats'.	Year 1 This will prepare children for RE topics: 'New beginnings' and 'Our planet' and the Geography topic: 'Coast to Country'.	
Role Play	Inside	Home corner/ Doctors Surgery/Fruit and Vegetable shop/School.	Travel agents/ Santa's Workshop/ Post office	Space station/ Chinese Restaurant	Vets/ Safari	Minibeast laboratory/garden centre	Recycling centre/ice cream shop	
	Outside	Soup kitchen	Igloo					



Long Term Plan
Foundation 2

2021/22

	PSED	Self-regulation See themselves as a valuable individual	Self-regulation Think about the perspectives of others.	Self-regulation Identify and regulate their own feelings socially and emotionally.	Self-regulation Know and talk about the different factors that support overall health and well being - sleep, healthy eating and physical activity.	Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Self-regulation Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas and actions.	HeartSmart
		ELG: Managing Self Know and talk about the different factors that support overall health and well being. -toothbrushing, screen time, safe pedestrian.	ELG: Managing Self Express their feelings and consider the feelings of others.	ELG: Managing Self	ELG: Managing Self Managing their own basic hygiene needs and understanding the importance of healthy foods.	ELG: Managing Self Show resilience and perseverance in the face of a challenge.	ELG: Managing Self Explain the reasons for rules, knowing right from wrong and trying to behave accordingly.	
		ELG: Building Relationships Begin to build constructive and respectful	ELG: Building Relationships	ELG: Building Relationships Sensitivity to own and others' needs	ELG: Building Relationships Working and playing cooperatively	ELG: Building Relationships Form positive attachments to adults and friendships	ELG: Building Relationships Taking turns with others	



Long Term Plan
Foundation 2

2021/22

		relationships				with peers.		
	Physical	Fine	Fine Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Fine Hold a pencil effectively in preparation for fluent writing using tripod grip in almost all cases.	Fine	Fine Use a range of small tools including scissors, paintbrushes and cutlery.	Fine Begin to show accuracy and care when drawing.	
		Gross Develop the skills they need to manage the school day successfully eg lining up and queuing/mealtimes. Develop overall body strength, coordination, balance and agility.	Gross Revise and refine the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving with developing control and grace.	Gross Further develop and refine a range of ball skills. Develop confidence and precision with a ball.	Gross	Gross Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing etc.	Gross Negotiate spaces and obstacles safely with consideration for themselves and others.	
	Communication and Language	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and	Listening, Attention and Understanding	Listening, Attention and Understanding	



Long Term Plan
Foundation 2

2021/22

		Engage in storytimes Listen carefully to rhymes and songs Understand how to listen carefully and that listening is important	Learn new vocabulary	Engage in non-fiction books. Listen to and talk about stories	Understanding Connect one idea or action to another.	Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify understanding	Hold conversations when engaged in back and forth exchanges with their teacher and peers.	
		Speaking Describe events in some detail Learn rhymes, poems and songs.	Speaking Use new vocabulary throughout the day Develop social phrases	Speaking Listen to and talk about selected nonfiction books Ask questions to find out more.	Speaking Retell the story once they have developed a deep familiarity. Use new vocabulary in different contexts.	Speaking Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking.	Speaking Participate in small group, class or one to one discussions. Offer explanations for why things might happen. Express ideas and feelings about their experiences.	
	Literacy	Word Reading Read individual letters by saying the sounds for them	Word Reading Read individual letters by saying the sounds for them Read words consistent with their phonic knowledge by	Word Reading Blend sounds into words Read a few common exception words	Word Reading Read letter groups that each represent one sound and say sounds for them Say a sound for each letter in the alphabet and at	Word Reading Read simple phrases and sentences	Word Reading Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words.	Read, Write, Inc



Long Term Plan
Foundation 2

2021/22

			blending.		least 10 digraphs.			
		Comprehension Anticipate key events in stories	Comprehension Demonstrate understanding of what has been read by retelling stories in their own words.	Comprehension Read simple phrases and sentences made up of word with known letter-sound correspondences and a few exception words.	Comprehension Re-read books to build up confidence in word reading, fluency and understanding.	Comprehension Use and understand new vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.	Comprehension Use and understand new vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.	
		Writing Begin to form some lower case letters correctly.	Writing Spell words by identifying the sounds.	Writing Begin to form capital letters correctly. Spell words by representing the sounds with a letter or letters.	Writing Form lower case and capital letters correctly Write simple phrases that can be read by others.	Writing Write short sentences with words with known letter-sound correspondences. Re-read what they have written and check if it makes sense.	Writing Write recognisable letters, most of which are correctly formed.	
	Mathematics	Number Count objects, actions and sounds.	Number Subitise up to 5 Link the number symbol with its cardinal number value	Number Explore the composition of numbers up to 10. Count beyond 10	Number Compare numbers.	Number Have a deep understanding of numbers to 10, including the composition of each number.	Number Automatically recall number bonds 0-5 and some to 10.	NCETM Numberblocks



Long Term Plan
Foundation 2

2021/22

		Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	
		Continue, copy and create repeating patterns.	Compare quantities up to 10 in different contexts.	Understand the 1 more/1 less relationship between numbers.	Verbally count beyond 20.	Compare length, weight and capacity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts etc.	
	Understanding the World	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	
		Comment on images of familiar situations in the past	Talk about the lives of people around them and their roles in society.	Understand the past through settings, character and events encountered in books.	Understand the past through settings, character and events encountered	Compare and contrast characters from stories, including figures from the past.	Know some similarities and differences between things in the past and now.	
		People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	
		Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate in different ways. Recognise some similarities and differences	Recognise that people have different beliefs and celebrate in different ways. Recognise some similarities and differences between life in this country and other countries. Know some		Explain some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, maps etc.	



Long Term Plan
Foundation 2

2021/22

			between life in this country and other countries.	similarities and differences between different religious and cultural communities.				
		The Natural World Describe what they can see, hear or feel whilst outside.	The Natural World Explore the natural world around them. Recognise that some environments are different to the one in which they live. Know some similarities and differences between the natural world around them and contrasting environments.	The Natural World Understand some important processes and changes in the natural world around them.	The Natural World Explore the natural world around them by making observations and drawing pictures of animals and plants.	The Natural World Draw information from a simple map. Explore the natural world around them by making observations and drawing pictures of animals and plants.	The Natural World Understand the effect of changing seasons on the natural world around them.	
	Express Arts and Design	Creating with Materials	Creating with Materials Make use of props and materials when role playing	Creating with Materials Share their creations, explaining the process they	Creating with Materials Explore, use and refine a variety of	Creating with Materials Create collaboratively, sharing ideas,	Creating with Materials Safely use and explore a variety of	



Long Term Plan
Foundation 2

2021/22

			characters.	have used.	artistic effects to express their ideas and feelings.	resources and skills. Return to and build on their previous learning, refining ideas and developing ability to represent them.	materials, tools and techniques.	
		Being Imaginative and Expressive Listen attentively, move to and talk about music. Explore and engage with music.	Being Imaginative and Expressive Develop storylines in their pretend play. Sing in a group or on their own, matching pitch and following the melody.	Being Imaginative and Expressive Watch and talk about dance and performance art, expressing responses. Explore and engage in music making, dance, performing solo or in groups.	Being Imaginative and Expressive Sing a range of well known nursery rhymes and songs.	Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others and try to move in time with music.	Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and teachers.	
	Enrichment/visits/trips	*Queen's Park trip (welly walk)	*Post office trip *Church trip	*Alien day *Chinese New Year	*Knowsley Safari Trip	*Visit from PCSO	*Beach School *Litter pick	



Long Term Plan
Foundation 2

2021/22

		*Visit from dental nurse *Hedgehog sanctuary	*Winter walk *Fire engine visit *Christmas Nativity	celebration day			*Outdoor picnics	
--	--	---	---	-----------------	--	--	------------------	--