

Foundation Stage Long Term Curriculum Overview



2025-2026

F2 1 year cycle 1 class	Autumn 1 Fiction Nursery Rhymes	Autumn 2 Fiction/Non-fiction Nursery Rhymes	Spring 1 Fiction/Non Fiction Rhymes	Spring 2 Traditional Tales/Non Fiction Rhymes	Summer 1 Author Study – Julia Donaldson Poems	Summer 2 Non Fiction /Familiar Tales Poems
Theme	Superheroes (MYSELF)	Superheroes (People Who Help Us)	My Magical World (Close To Home)	My Magical World (Further Afield)	Let's go to storyland Pirates and Witches And Trolls, Oh My!	Let's Go To Storyland Marvellous Minibeasts
Key Texts	YOU CHOOSE Nursery Rhyme	SUPERTATO People Who Help Us	HOUSES AND HOMES Let's Build A House	BEAR HUNT Non -fiction animals.	Julia Donaldson TROLL (Pirates) Room On The broom	Hungry Caterpillar Marvellous Minibeasts (non-fiction)
Question	<i>What do you need to be a Superhero? What are my Superhero skills?</i>		<i>Could You, would you live in a cave/tent?</i>		<i>Who is the best story character and why? Are Witches, Trolls and Giants always bad?</i>	
Hooks and Enhancements	Make and show a Superhero video with Mr Pepper Superhero Hunt around school (familiarisation with school environment) Macmillan Coffee morning. Hello Yellow – Mental Health	EVIL PEA CRIME SCENE Christmas Performance Visitors – Paramedic, Policeperson etc. Hunt for Evil Pea in locality (TESCO) Library Visit Christingle – church Bonfire Night Children In need	Locality – different buildings. Chinese New Year Celebration and feast. Yoga PE day Health And Safety Week (spring1/2)	Go on a Bear Hunt---Make a film. World Book Day. Library Visit Easter – Church Comic Relief/Sports Relief	Whole School author study share. Super starter –Treasure Hunt. Standhill Bedtime stories (record and share – involve families) Sports Day? Manor Farm Visit –links with Pirates and goats from Troll.	Butterflies life cycle Library Visit F2 Picnic/Ugly Bug Ball Sports Day? Transition events. Summer Picnic
EYFS Provision through topic.	<i>Settling into school.</i> School BASELINE NFER BASELINE Expectations and routines. Becoming familiar with environment and resources. Making friends Turn taking and sharing. Developing expectations of independence. And self- care. Talking about themselves, friends and family. Identifying	Celebrations Be able to talk about special events – birthdays, Christmas, Harvest Festival. Make links. Noticing change in environment and commenting. (seasonal change)	Materials – naming, describing and sorting. Know we live in Nottingham. Nottingham is in England. Naming and describing different types of homes. Box modelling houses. Making dens.	Nature and the environment – notice, describe – comment on similarities, difference and changes. Compare and contrast different lives/food and homes. Hot/cold. Naming and describing animals. Matching adults to young. Healthy eating links with Handa.	Creating own pirate persona. Pirate facts. Directions and simple maps, including Treasure maps and Treasure Hunt. Keys to maps. Simple geographical features e.g. Ocean/island.	Minibeasts Minibeast Hunt Make a bug hotel – class project. Lifecycles Habitats. Making Bug costumes project. Tie dye butterflies. Transition Weather Making food for the picnic.

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	<p>differences and similarities between themselves and others.</p> <p>Learning Powers.</p> <p>Drawing themselves.</p> <p>Naming parts of our body.</p> <p>Exploring and navigating large play equipment.</p> <p>Multi - skills (PE) Leap into Life</p> <p>Programmable Toys</p> <p>Decorating cakes and biscuits for coffee morning.</p>	<p>Describing and naming features of local environment.</p> <p>Showing awareness of people who help us in the school and community.</p> <p>Tesco</p> <p>Melting Ice to free vegetables.</p> <p>Vegetable printing.</p> <p>Gymnastics (PE) Leap into Life</p> <p>Exploring iPads</p> <p>Bonfire night Biscuits.</p> <p>Taking part in performance.</p>	<p>Constructing with different materials (bonding bricks, large construction).</p> <p>Dance (PE) Leap into Life</p> <p>Chinese New Year - Similarities and differences within Celebrations, families and customs.</p> <p>Exploring Bee Bots</p>	<p>Naming fruit Healthy plate and vegetables.</p> <p>Building shelters for the bear.</p> <p>Using different media to represent story settings.</p> <p>Gymnastics (PE) Leap into Life</p> <p>Baking for the Bear</p> <p>Creating and manoeuvring through an obstacle course</p> <p>Creating media using iPads</p>	<p>Looking at, designing and making bridges and Pirate ships.</p> <p>Athletics (PE) Leap into Life</p> <p>Talking Tiles</p> <p>Bee Bot maps</p>	<p>Revisit drawing themselves to see progression.</p> <p>Athletics / Multi - skills (PE) Leap into Life</p> <p>Using beanbags, hoops, targets for games.</p> <p>Exploring Laptops</p>
PHONICS BUG CLUB	Phase 1/2	Phase 2/3	Phase 3	Phase 3/4	Phase 4	Embedding
Literacy Provision	<p>Phase 1/phase 2</p> <p>1:1 Readers</p> <p>Introduce Writing heroes – POP,PIP,SID</p> <p>Setting up reading systems. Join in with Nursery Rhymes.</p> <p>Hearing and saying rhyming words. Silly Rhymes. Listening for sounds in words. Recognise name. (Write name if FM ready)</p>	<p>Join in with stories.</p> <p>1:1 Readers</p> <p>Purposeful writing with POP,PIP,SID</p> <p>TFW - SUPERTATO</p> <p>Name writing. Matching/Writing initial sounds. Writing cards. Story maps Sharing information with pictures, mark making, labels about people who help us.</p>	<p>Writing simple words. Lists/labels House booklet Speech bubbles about own houses.</p> <p>TFW – Boxing up Non-fiction</p> <p>Recount</p> <p>Dictation</p> <p>Sit down formal Handwriting (sep. from phonics)</p> <p>Guided Reading for those ready</p>	<p>Write captions.</p> <p>Notes to the bear.</p> <p>TFW – BEAR HUNT Story maps Innovation</p> <p>Fruit and veg book./Animal book</p> <p>Publicise Bear Hunt Film</p> <p>Dictation</p> <p>Sit down formal Handwriting (sep. from phonics)</p>	<p>MOST children accessing Guided Reading. Build confidence writing simple sentences.</p> <p>Author study TFW – TROLL – viewpoints – Pirate and TROLL</p> <p>Following a recipe from Troll’s cookbook. – recount, instructions. Comparing books. Story maps. Recount Secret map labelling and captions. Speech bubbles. Writing simple reviews.</p>	<p>Write a simple sentence that can be read by themselves and others.</p> <p>TFW – Hungry Caterpillar Life cycle writing.</p> <p>Minibeast books.</p> <p>Picnic invitations.</p> <p>MOST children accessing GR</p>



<p>Communication And Language</p>	<p>FAMILY BOX Mr Tongue Building listening and responding skills. Talking about themselves. Choosing from 'You Choose' book and saying why. Naming and describing favourite pictures from text (noun and adjective)</p>	<p>FAMILY BOX Mr Tongue Building listening and responding skills. Asking questions of visitors. Recounting what they have learned. Re tell stories</p>	<p>FAMILY BOX Extending vocab. By naming and grouping. Re tell stories Presentation about own house to familiar group.</p>	<p>FAMILY BOX Re tell stories in increasing detail.</p>	<p>FAMILY BOX Re tell stories with increasing expression and detail – awareness of the listener. Develop own narratives and explanations by connecting ideas and events. Describing creatures and animals.</p>	<p>FAMILY BOX Extending vocab. By naming and grouping.</p>
<p>MATHS</p> <p>CPA approach</p> <p>See also White Rose and NCETM and Number blocks.</p> <p>Ongoing – days of the week, months of the year.</p>	<p>Recognising some numerals of personal significance. Recognising numerals 1 to 5. (Superhero hunt) Counting objects by saying one number name for each item. Counts actions or objects which cannot be moved. Estimating amounts of objects. Using mathematical language, e.g. have we got enough fruit/milk? Number blocks 1-5 Sequencing my superhero day.</p> <p>Introduce Maths equipment including Numicon.</p>	<p>As Autumn 1 plus Number bonds within 5 Whole and part. 1 more/ 1 less Order two items by length/weight. 2d shapes Vegetable printing patterns. Advent calendar</p>	<p>Revisit number bonds within 5. Recognising and using numbers to 10. (House numbers – ordering and spotting missing or wrongly placed) Ordering. Missing numbers 1 more/1less. Practical problem solving. Order more items by length or height. Use familiar objects and common shapes to create and recreate patterns and build models. (Houses and Homes) 'Pay' with 1ps Links to Tesco and Supertato.</p>	<p>Secure numbers to 10 Begin recognising and using numbers above 10. Number bonds within 10. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Use the language of 'more' and 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Measure with cubes etc. 3d shapes Positional language – links with Bear Hunt. Repeating Pattern – fruit kebabs</p>	<p>Recognising and using numbers to 20 (and above) Using Numicon tiles to represent tens and units. Doubles and halves. Adding and taking away. 'Lots of' repeated addition.</p> <p>Measuring for baking/recipes.</p> <p>2d and 3d shapes</p>	<p>Recognising and using numbers to 20 (and above) Using Numicon tiles to represent tens and units. Doubles and halves. Adding and taking away. Recording with symbols.</p> <p>2d and 3d shapes</p>
	<p>Autumn Progression</p> <ul style="list-style-type: none"> Number and Place Value Numbers to 5 → One, two, three Four Five Addition and Subtraction Sorting → Sorting into groups Number and Place Value Comparing groups → Comparing quantities of identical objects Comparing quantities of non-identical objects Addition and Subtraction Change within 5 → One more One less Measurement Time → My day 	<p>Spring Progression</p> <ul style="list-style-type: none"> Addition and Subtraction Numbers to 5 → Introducing zero Number bonds to 5 Number and Place Value Numbers to 10 → Counting to 6, 7 and 8 Counting to 9 and 10 Comparing groups up to 10 Addition and Subtraction Addition to 10 → Combining two groups to find the whole Number bonds to 10 – ten frame Number bonds to 10 – part-whole model Geometry Shape and space → Spatial awareness 3-D shapes 2-D shapes 	<p>Summer Progression</p> <ul style="list-style-type: none"> Geometry Exploring patterns → Making simple patterns Exploring more complex patterns Addition and Subtraction Count on and back → Adding by counting on Taking away by counting back Number and Place Value Numbers to 20 → Counting to 20 Multiplication and Division Numerical patterns → Doubling Halving and sharing Odds and evens Measurement Measure → Length, height and distance Weight Capacity 			



<p>RE Discovery scheme</p>	<p>Theme: Special People Key Question: What makes people special? Religions: Christianity, Islam, Judaism</p>	<p>Theme: Christmas Key Question: What is Christmas? Religions: Christianity</p>	<p>Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism</p>	<p>Theme: Easter Key Question: What is Easter? Religions: Christianity</p>	<p>Theme: Story Time Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>
<p>PSED JIGSAW</p>	<p><u>Being Me in My World</u> <i>ELG: Self-Regulation</i> Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -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><u>Celebrating Difference</u> <i>ELG: Building Relationships</i> Children at the expected level of development will: -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.</p>	<p><u>Dreams and Goals</u> <i>ELG: Self-Regulation</i> Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -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><u>Healthy Me</u> <i>ELG: Managing Self</i> Children at the expected level of development will: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><u>Relationships</u> <i>LG: Building Relationships</i> Children at the expected level of development will: -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.</p>	<p><u>Changing Me</u> <i>ELG: Managing Self</i> Children at the expected level of development will: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	

