

**Town Field Primary School**  
**EYFS Long Term Overview – Foundation 2**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Projects	Me and My Family	Celebrations	What's the weather	Growing/Farm	Adventures	Colour, Colour Everywhere !
Communication and Language	<p>Listen and respond to others whilst engaged in play.</p> <p>Show by responses that they are listening to the ideas and suggestions of others when working in a small group.</p> <p>listen and respond to instructions involving a two-part sequence.</p> <p>Understand simple questions using 'who', 'what', and 'where'.</p> <p>Use a variety of vocabulary to add detail when describing events or objects.</p> <p>Appropriately use past, present and future tenses when I talk.</p> <p>Learn new vocabulary Use new vocabulary through the day</p>	<p>To retell simple stories or anecdotes, either from a book or own experiences.</p> <p>To demonstrate that they are maintaining attention, concentrating and sitting quietly during appropriate activity.</p> <p>To follow and understand stories, rhymes and jokes without pictures or props.</p> <p>To understand simple questions using 'how' and 'why'</p> <p>To ask questions about things in the past or future and change the verb endings appropriately.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>To respond to stories they have heard by asking questions and making comments.</p> <p>To show they are listening to a speaker by focusing on them, looking, listening and then responding.</p> <p>To demonstrate understanding in conversations with others by responding appropriately using words and actions.</p>	<p>To demonstrate understanding of each part of an instruction with two or more parts.</p> <p>To express themselves using full sentences, using connectives and a range of vocabulary to add detail.</p> <p>To use spoken language to check their understanding, ask questions and express my feelings or ideas.</p> <p>Use new vocabulary in different contexts</p>	<p>Listening, Attention and Understanding</p> <p>Children 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; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG</p> <p>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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.</p>	
Personal, Social and Emotional Development	<p>Show an increasing confidence when interacting with a range of other children and adults outside a familiar group.</p> <p>Begin to show empathy towards others, take turns, share and follow expectations with little prompting from adults.</p> <p>I can independently access continuous provision, using words or actions to get help if I need it.</p> <p>I can show empathy towards others, take turns, share and follow behavioural expectations with little prompting from adults.</p> <p>I can show increasing confidence when interacting with a range of other children and adults outside of my familiar group.</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>I can talk about the things I am good at and am beginning to verbally express my needs, wants, interests and opinions.</p> <p>can show that I am developing the ability to negotiate with others and solve problems without aggression.</p> <p>I can initiate conversations with others through words or actions and respond to what they say.</p> <p>I can confidently make choices, requests and express my opinions, asking for help when I need it.</p> <p>I can demonstrate strategies to decide boundaries and resolve conflict in play with others and when working as part of a group.</p> <p>I can use spoken language to begin an interaction with others and am able to adjust my actions in different situations, without adult support.</p>			<p>Self-Regulation ELG</p> <p>Children 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>Managing Self ELG</p> <p>Children 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>Building Relationships ELG</p> <p>Children 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>	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	<p>Show control in a range of whole body movements including negotiating obstacles or jumping off an object and landing appropriately.</p> <p>Manipulate tools or malleable materials with one hand.</p> <p>I can consistently remain dry and clean during the day.</p>	<p>To successfully negotiate space in a range of environments and can use balancing and climbing equipment with confidence.</p> <p>can show through words and actions that I am developing an understanding of why I need to sleep and manage my basic hygiene.</p>	<p>I can choose to move in different ways in my play and on equipment including backwards, forwards, horizontally and at different speeds.</p> <p>I can show through my words and actions that I notice changes to my body from physical activity and the impact of what I eat on my body.</p> <p>I can use a pencil and hold</p>	<p>To show good hand eye-coordination and precision to add detail when using tools, manipulating resources and using small equipment.</p> <p>To show through words and actions that they are aware of potential hazards and things they can do to minimize risk, both in play and when talking about wider experiences.</p>	<p>Gross Motor Skills ELG</p> <p>Children negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG</p> <p>Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing.</p>	

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	I can alert others to potential hazards in play.	I can show through my actions that I understand the need to transport and store equipment safely.	it effectively to form recognisable letters, most of which are correctly formed.		
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
<p style="text-align: center;"><b>Literacy</b></p>	<p>Show an interest in stories</p> <p>Continue a rhyming string Use some letter shapes and some letters like shapes grouped together to represent words when mark making.</p> <p>Show a growing understanding of words and sounds, hearing and saying at least ten initial sounds in words.</p> <p>Show that play and conversation is influenced by the range of books and stories they enjoy.</p>	<p>Show an interest and join in stories and rhymes with actions</p> <p>To link sounds to letter shapes and segment the sounds in CVC words, blending them together for reading.</p> <p>To use some clearly identifiable letters to represent sounds in sequence when writing including identifying and representing initial sounds.</p> <p>To articulate what they intend to write and differentiate between the 'words' that they have written when reading back.</p>	<p>Use repeated refrains to support joining in with familiar stories and retell with support.</p> <p>To choose to enhance play by writing for different purposes, such as lists, captions, letters or labels.</p> <p>To talk about the things they have read and indicate understanding through their comments.</p>	<p>To use appropriate letters to represent all the sounds in CVC words when writing, as well as recording dominant sounds in other words.</p> <p>To read words and simple sentences using phonic knowledge to decode words containing single letter sounds and diagraphs</p>	<p>Comprehension ELG</p> <p>Children 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.</p> <p>Writing ELG</p> <p>Children write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.</p>
<p style="text-align: center;"><b>Supporting Texts</b></p>	<p><b>Everyone is Welcome</b> <b>The Big Book of Families</b> <b>Owl Babies</b></p> <p><b>The Little Red Hen- Traditional</b> <b>Cinderella- Traditional</b> <b>Cake- Sue Hendra</b></p>		<p style="text-align: center;"><b>What the Ladybird Heard- Julia Donaldson</b> <b>Handa's Surprise- Eileen Browne</b> <b>Tidy</b></p>		<p>The Colour Monster Mixed</p> <p>Adventure Stories Shine What a Wonderful World On The Way Home The Runaway Pea</p>
<p style="text-align: center;"><b>Phonics</b></p>	<p>Reproduce audibly the phonemes they hear, in order, all through the word; Use sound-talk to segment words into phonemes.</p> <p><b>Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.</b></p> <p>s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss</p>	<p><b>Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.</b></p> <p>i, v, w, x, y, z, zz, qu</p> <p><b>Consonant digraphs: ch, sh, th, ng, nk</b></p> <p><b>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</b></p>	<p><b>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.</b></p>	<p><b>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.</b></p> <p>Practise recognition and recall of Phase 2 &amp; 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading &amp; spelling CVCC words. Reading common high frequency words.</p>	<p><b>Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.</b></p> <p>Practise recognition and recall of Phase 2 &amp; 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading &amp; spelling CVCC words. Reading common high frequency words.</p> <p>Word Reading ELG</p> <p>Children 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.</p>
<p>Continue to recap phase 1 throughout ■ Tuning into sounds (auditory discrimination) ■ Listening and remembering sounds (auditory memory and sequencing) ■ Talking about sounds (developing vocabulary and language comprehension).</p>					

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Rhyme Focus						
Whilst a range of rhymes will be taught, sung and practised on a day to day basis these are the rhymes in sequence we would like children to learn by heart and follow a sequence and progression which supports child development.						
<b>Mathematics</b>	<p>Apply mathematical knowledge by combining objects into groups and counting to find the total amount.</p> <p>Use 1:1 correspondence to count up to 10 objects and recognise familiar numerals.</p> <p>Describe things in their own words referring to position, shape and order. Use vocabulary to compare size, weight, capacity and time. eg bigger than, smaller than, same as, heavier than, more than, later than.</p>	<p>Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none"> <li>Count and represent the numbers 1 to 3</li> <li>Estimate and check by Counting</li> <li>Count up to six objects.</li> <li>One more or one fewer</li> <li>Order numbers 1 – 6</li> <li>Conservation of numbers within six</li> <li>Explore zero</li> <li>Explore addition and subtraction</li> <li>Estimate, Order compare, discuss and explore capacity, weight and lengths</li> <li>Describe, and sort 3-D shapes</li> <li>Describe position accurately</li> </ul>	<p>ten</p> <ul style="list-style-type: none"> <li>One more or fewer, one greater or less</li> <li>Days of the week, seasons</li> <li>Sequence daily events</li> <li>Explore addition as counting on and subtraction as taking away</li> <li>Counting and sharing in equal groups</li> <li>Grouping into fives and tens</li> <li>Relationship between grouping and sharing</li> </ul>	<p>Count up to 15 objects and recognise different representations</p> <ul style="list-style-type: none"> <li>Order and explore number patterns to 15</li> <li>One more or fewer</li> <li>Doubling and halving</li> <li>Relationship between doubling and halving</li> <li>Describe and sort 2-D and 3-D shapes</li> <li>Recognise, complete and create patterns</li> </ul>	<p>Commutativity</p> <ul style="list-style-type: none"> <li>Explore addition and subtraction</li> <li>Compare two amounts</li> <li>Count up to 10 and beyond with objects</li> <li>Represent, compare and explore numbers to 20</li> <li>One more or fewer</li> <li>One more one less</li> <li>Estimate and count</li> <li>Grouping and sharing</li> <li>Coin recognition and values</li> <li>Combinations to total 20p</li> <li>Change from 10p</li> <li>Describe capacities</li> <li>Compare volumes</li> <li>Compare weights</li> <li>Estimate, compare and order lengths</li> <li>Explore numbers and strategies</li> <li>Recognise and extend patterns</li> <li>Apply number, shape and measures knowledge</li> <li>Count forwards and backwards</li> </ul>	<p>Number ELG</p> <p>Children have a deep understanding of number to 10, including the composition of each number; subitise (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.</p> <p>Numerical Patterns ELG</p> <p>Children 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</p>
<b>Number Rhyme Focus</b>	<p>Alice the Camel</p> <p>Wiggle your fingers</p> <p>5 little leaves- autumn</p>		<p>5 little men- subtraction –taking away</p> <p>Ten in a Bed- subtraction as taking way</p> <p>Ten Green Bottles- subtraction as taking away</p>		<p>10 fat sausages (2)</p> <p>5 current buns- money coin recognition</p> <p>Number formation song</p>	
<b>Understanding the World</b>	<p>Show understanding of family customs and routines and share experiences of them through words and actions.</p> <p>Observe the world around them and be able to identify similarities and differences and changes in their own environment.</p> <p><b>Autumn- Harvest</b> <b>National Diversity Week</b> <b>Eid</b></p>	<p>To show what they know about festivals and celebrations within their own culture through words or actions.</p> <p>To show that they can observe the world around them closely and are able to identify similarities and differences and change in environments.</p> <p>To use technology to enhance play</p> <p><b>Diwali</b> <b>Christmas</b> <b>Winter</b></p>	<p>To show through words or actions that they understand that people, plants and animals grow and die.</p> <p><b>Spring</b> <b>Valentines day</b> <b>Shrove Tuesday</b> <b>Autism awareness day</b> <b>International woman's day</b> <b>Easter</b></p>	<p>To show that they know the differences and similarities between families, communities and traditions relating to aspects such as daily routines, lifestyles choices and celebrations.</p> <p>To use ICT with support to document their experiences such as taking a photograph of a visit and writing a caption or making a video to document an event.</p> <p><b>Children's mental health awareness day</b></p>	<p><b>Summer</b></p> <p>Past and Present ELG</p> <p>Children 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;</p> <p>People Culture and Communities ELG</p>	

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					<p>Children 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.</p> <p>The Natural World ELG</p> <p>Children 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.</p>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					
Expressive Arts and Design	<p><i>Use simple tools to add detail, mixing colours or textures and a pattern to movements</i></p> <p><i>Create new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</i></p>	<p>To select and use simple tools and techniques competently and appropriately to shape, assemble and join materials.</p> <p>To work with others to develop a group narrative within imaginative play, taking on board the ideas of others.</p>		<p>To make changes and adapt creative work to improve and develop it.</p> <p>To create and develop a storyline in imaginative play.</p>	<p>Creating with Materials ELG Children 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.</p> <p>Being Imaginative and Expressive ELG Children 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.</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>					
Visits/Experiences Cultural Capital	<p>Boston Park Farm/White Post Farm Forest school Walk around the local area Visits to the library Cooking/baking with people from our community. Visit local places of worship</p>				