









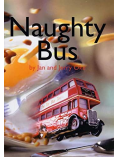


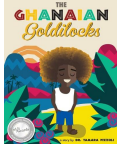
## Foundation Stage - Long Term Overview 2025 to 26

### Characteristics of Effective Learning

All of these aspects are interleaved throughout the year within all areas of the curriculum and form the basis of behaviour for learning throughout school.

Play and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>- Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>- Plan and think ahead about how they will explore or play with objects.</li> <li>- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</li> <li>- Make independent choices.</li> <li>- Bring their own interests and fascinations into early years settings. - Respond to new experiences that you bring to their attention.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in routines within and beyond the classroom.</li> <li>- Begin to predict sequences because they know routines.</li> <li>- Show goal-directed behaviour.</li> <li>- Begin to correct their mistakes themselves.</li> <li>- Keep on trying when things are difficult.</li> <li>- Begin to understand different aspects of the school's 5Rs - resourceful, reflective, risk-taking, resilience, relationships - the foundations for all behaviour for learning at Layton Primary School.</li> </ul>	<ul style="list-style-type: none"> <li>- Take part in simple pretend play.</li> <li>- Sort materials and source materials for a specific purpose.</li> <li>- Review their progress as they try to achieve a goal.</li> <li>- Solve real problems:</li> <li>- Use pretend play to think beyond the 'here and now' and to understand another perspective.</li> <li>- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</li> <li>- Concentrate on achieving something that's important to them.</li> </ul>

EYFS	Autumn 1 All about Me and My Family	Autumn 2 My Place in the World	Spring 1 Materials Matter	Spring 2 Animal Habitats Who lives Where?	Summer 1 Farm to Fork	Summer 2 Once Upon a World..... Long, long ago
						
<p><b>Why this learning?</b></p> <p><b>(Refer below to specific learning linked to seasonal changes throughout the year)</b></p>	<p>As children start Foundation Stage, they learn all about themselves and their role within the classroom as a learner.</p> <p>Explicit instruction of positive learning behaviours and self-regulation is given high priority as well as how to communicate successfully with the peers and adults in the classroom.</p> <p>Children develop confidence to access the classroom environment effectively and develop understanding of the 5Rs - resilience, relationships, risk-taking, reflective, resourceful.</p>	<p>As children gain confidence as a learner, learning focuses on their sense of community and how different and diverse we all are.</p> <p>Children learn about all the people who help us in the community whilst making sense of their place, and role, within the school community.</p> <p>Children develop an awareness of and mutual respect for celebrations and festivals from around the world and take part in their first performance to an audience.</p>	<p>Children develop knowledge and understanding of the world around them.</p> <p>Learning focuses on materials children explore and experience in the environment and observe and predict scientific changes.</p> <p>Children learn about significant local landmarks and what they looked like in the past compared to the present.</p> <p>Children develop foundational geographical language and mapping skills.</p>	<p>Children develop an increasing knowledge and understanding of the lifecycles of plants and animals.</p> <p>Children learn through first hand experience of making a wormery, bird feeder and hatching and rearing chicks.</p> <p>Children learn about habitats and microhabitats in the school grounds whilst developing a shared understanding of our responsibilities in taking care of the world around us.</p>	<p>Children develop their knowledge and understanding of how food is grown and make links to the food we eat and where it has come from.</p> <p>During a visit to the farm, children observe farm machinery from the past and present developing an awareness of how things have changed over time.</p>	<p>Children develop an understanding of the diversity of the world by comparing life in our country and other countries in the world.</p> <p>Children gain understanding of the similarities and differences between countries and different environments around the world.</p> <p>Children learn about transitioning to Year 1 and working with a new teacher.</p>

Curriculum Area	Autumn 1 All about Me and My Family	Autumn 2 My Place in the World	Spring 1 Materials Matter	Spring 2 Animal Habitats - Who lives Where?	Summer 1 Farm to Fork	Summer 2 Once Upon a World .....Long, long ago
<b>Communication and Language</b>	<p><b>Body language:</b> Eye contact Listening and attending to the speaker. Good listening, sitting etc</p> <p><b>Modelled language:</b> Good morning Good morning (reciprocate) Please can you help me? Thank you for helping me. Do you want to play with me? Can I play with you?</p> <p><b>Talk partners/dialogic teaching</b> I know who my talk partner is.... I can look at my talk partner when they are speaking to me.....</p>	<p><b>Body language:</b> Track the teacher at the front of the class Develop listening and attention skills</p> <p><b>Modelled language:</b> Good morning How are you today? I am....How are you? (reciprocate) Please can I have a turn with the..... Do you want to play with me? Can I play with you?</p> <p><b>Talk partners/dialogic teaching:</b> I can listen to my talk partner when they are talking to me.... I know that if I am asked a question..... I need to provide an answer I know the difference between true/false and agree/disagree</p>	<p><b>Body language:</b> Continue to develop listening and attention skills by increasing the amount of time I can listen and attend.</p> <p><b>Modelled language:</b> Good morning How are you today? I am....How are you? (reciprocate) What day is it today? What is the weather like today?</p> <p><b>Talk partners/dialogic teaching:</b> I can take turns in a conversation with my talk partner. I can use the visual cue to show that I want to ...Agree, Build or Challenge...</p>	<p><b>Body language:</b> Maintain eye contact with the person I am having a conversation with. Take turns to speak within a conversation.</p> <p><b>Modelled language:</b> I can maintain a conversation on the same topic of conversation e.g.. What did you do at the weekend ?</p> <p><b>Talk partners/dialogic teaching:</b> I can take turns in a conversation with my talk partner. I can use the visual cue to show that I want to ...Agree, Build or Challenge...</p>	<p><b>Body language:</b> With adult support, work together to collectively explore/agree ideas.</p> <p><b>Modelled language:</b> I can talk about an event I am looking forward to at the weekend. I can recall an event I did at the weekend.</p> <p><b>Talk partners/dialogic teaching:</b> I can use sentence stems to agree, build and challenge a peer's idea. I agree with..... because..... I want to build on.....idea because..... I challenge .....idea because.....</p>	<p><b>Body language:</b> With adult support, work together to collectively explore/agree ideas. Know that it is okay to change an opinion after collectively exploring ideas.</p> <p><b>Modelled language:</b> I can express my thoughts and feelings regarding the transition from Foundation Stage to Year 1</p> <p><b>Talk partners/dialogic teaching:</b> I can use sentence stems to agree, build and challenge a peer's idea. I agree with..... because..... I want to build on.....idea because..... I challenge .....idea because.....</p>
<b>English Reading (Core text)</b>	<p><b>Shark in the Park</b> <b>Shark in the Park on Windy Day</b> <b>Relationships</b></p> 	<p><b>People Who Help Us</b> <b>Relationships,</b> <b>Cultural diversity,</b> <b>ethnicity,</b> <b>Community</b></p> 	<p><b>The Naughty Bus</b> <b>Reflective,</b> <b>Environment</b></p> 	<p><b>Superworm</b> <b>Relationships,</b> <b>heroism,</b> <b>survival,</b> <b>courage</b></p> 	<p><b>Farmer Falgu Goes to Market</b> <b>Farmer Falgu goes to Kamba Mela</b> <b>Cultural diversity and Religion</b></p> 	<p><b>Princess and the Pea</b> <b>Classic text</b> <b>Ghanaian Goldilocks</b></p> 

<p><b>English</b></p> <p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>- Write name in cursive</li> <li>- Ready to write routines and letter formation(tall pole and short pole family)</li> <li>- Write a caption after modelled write - using captions - I can see a ..... It is a ..... (using Stage 2 GPCs)</li> <li>- Write a list in continuous provision e.g. shopping list, birthday list etc</li> </ul>	<ul style="list-style-type: none"> <li>- Write name in cursive, with a capital letter</li> <li>- Ready to write routines and letter formation(one-armed bounce family)</li> <li>- Write a caption/ phrase after modelled write - using captions - I can see a ..... It is a ..... (based on phonemes in Stage 2 and 3)</li> <li>- Number formation (0-9)</li> <li>- Write in continuous provision e.g. shopping list, birthday list, recipe for a Halloween spell etc</li> </ul>	<ul style="list-style-type: none"> <li>- Ready to write routines and letter formation(curly caterpillar family)</li> <li>- Write a caption/ sentence after modelled write - using captions - I can see a ... and ... is a ..... (based on phonemes in Stage 2 and 3 - and tricky words learned)</li> <li>- Number formation (0-9)</li> <li>- Write in continuous provision e.g. map to show a journey of the Naughty Bus birthday list, recipe for a Halloween spell etc</li> </ul>	<ul style="list-style-type: none"> <li>- Ready to write routines and letter formation(loop family)</li> <li>- Number formation (0-9)</li> <li>- Write phrases and sentences inspired through explicit instruction of writing linked to the core text. e.g. retell a traditional tale,</li> </ul>	<ul style="list-style-type: none"> <li>- Ready to write routines and letter formation(zig-zag family)</li> <li>- Consolidation of all letters.</li> <li>- Number formation (0-9)</li> <li>- Write phrases and sentences inspired through explicit instruction of writing linked to the core text. e.g. retell a traditional tale, focus on 'tricky words' and encoding words with GPCs they know.</li> </ul>	<ul style="list-style-type: none"> <li>- Ready to write routines and letter formation - consolidation of all letters.</li> <li>- Number formation (0-9)</li> <li>- Write phrases and sentences inspired through explicit instruction of writing linked to the core text. e.g. retell a traditional tale, focus on 'tricky words' and encoding words with GPCs they know.</li> </ul>
<p><b>Maths</b></p>	<p>Counting sequence- forwards and backwards</p> <p>Subitising</p> <p>Number recognition</p> <p>Shape and pattern</p> <p>Days of the week .</p>	<p>Counting sequence- forwards and backwards</p> <p>Connect quantise to numerals</p> <p>Number recognition</p> <p>Shape and pattern</p> <p>Days of the week</p>	<p>Compare numbers of objects - equal/ unequal</p> <p>Odd and even</p> <p>Order numbers</p> <p>Volume and capacity</p>	<p>Compare numbers of objects - equal/ unequal</p> <p>Odd and even</p> <p>Order numbers</p> <p>Positional language</p>	<p>Halving and doubling</p> <p>Number bonds to 5 and 10 (including subtraction facts)</p> <p>Composition of number</p>	<p>One more and one less - understanding the counting system</p> <p>Number bonds to 5 and 10</p> <p>Compare quantities up to 10</p>

## Understanding the World

<p>Laying the foundations for <b>Science</b></p> <p>(Understanding the World)</p>	<p>Our body parts and using our senses to explore</p> <p>Healthy eating (linked to snack and lunchtime)</p> <p>Seasonal changes - Autumn</p>	<p>Observe water freezing and ice melting</p> <p>Seasonal changes - Winter</p>	<p>Simple properties of materials</p> <p>Making predictions - floating and sinking</p> <p>Observation in the local environment</p>	<p>Life cycles - hatching chicks and observing tadpoles changing in the pond</p> <p>Seasonal changes - Spring</p>	<p>Observe animals in their habitats</p> <p>Seasonal changes - Summer</p>	<p>Name common plants</p> <p>Plant seeds and observe changes</p> <p>Care for living things</p>
<p>Laying the foundations for <b>Geography</b></p> <p><b>Understanding the World/ People, Culture and Communities/The Natural Worlds</b></p>	<p>Our school environment (inside and outside)</p> <p>My home</p> <p>Autumn walk (Seasonal changes)</p> <p>Discuss the day of the week and weather</p>	<p>Similarities and difference (comparing to grandparents and comparing people who help us)</p> <p>Comparing celebrations around the World (Diwali and Christmas)</p>	<p>Seasonal Changes (Autumn compared to Winter)</p> <p>Simple maps based on a journey they experience (Looking at landmarks in Blackpool and go on the Naughty Bus Trip)</p>	<p>Hatching chicks</p> <p>Visit to a working farm</p> <p>Link between planting and food growing</p>	<p>Hot countries and cold countries - compare - food, weather, clothes</p> <p>Link between planting and eating</p> <p>Healthy eating</p>	<p>Changes in the environment and reasons for change</p>
<p>Laying the foundations for <b>History</b></p> <p><b>Past and Present</b></p>	<p>My Family</p> <p>My life story</p>	<p>Celebrations I have experienced in my life and community.</p> <p>Different celebrations e.g. Diwali and Christmas</p>	<p>Observing local landmarks in the past compared to the present</p>	<p>Explorers and their discoveries in the past.</p>	<p>Observe farming machinery from the past.</p>	<p>Compare characters from stories old and new.</p>
<p>Laying the foundations for <b>RE</b></p>	<p><b>Beliefs and Values</b></p> <p>Who am I? How can I help others? What makes me special?</p>	<p><b>Living Religious traditions</b></p> <p>Who celebrates and what is a celebration? What is Christmas? What is Diwali?</p>	<p><b>Shared Human Experience</b></p> <p>Through Geography- where in the world do people live and how are we different?</p>	<p><b>Living Religious traditions</b></p> <p>What is Easter? Why is Easter celebrated?</p>	<p><b>Search for Personal Meaning</b></p> <p>What is a festival? Why do people celebrate festivals?</p>	<p><b>Search for Personal Meaning</b></p> <p>Does everyone have the same celebrations in their life?</p>

Expressive Art and Design						
Laying the foundations for <b>Art and Design</b> <b>(EAD - Creating with materials)</b>	<b>Master practical skills</b> Exploring colour mixing inspired by The Colour Monster	<b>Take inspiration</b> Shapes in art inspired by Diwali	<b>Develop ideas</b> Art inspired by road and train markings	<b>Take inspiration</b> Art inspired by our living world	<b>Take inspiration</b> Art inspired by our living world	<b>Develop ideas and Master practical skills</b> Megan Coyle - create a collage
Laying the foundations for <b>Design Technology</b> <b>(EAD - Creating with materials)</b>	Within continuous provision, at the workshop, children will learn skills to fold, bend, cut, scrunch, curl and create different products e.g. a picture of their family with collage hair	Within continuous provision, at the workshop, children will design and make products linked to celebrations. e.g. calendar, diva lamp, print wrapping paper etc	Within continuous provision, at the workshop, children will design and make products linked to the Naughty Bus and mapping a journey	Within continuous provision construct objects with a specific purpose e.g. construct a vehicle with duplo, wooden blocks.  Describe if their product matches what they wanted to achieve (evaluation)	Within continuous provision, explore mechanical equipment for children to experience wind-up toys, pulleys, sets of cogs with pegs and boards.	Within continuous provision, at the workshop, children will investigate how to make structures more stable -linked to the story of Goldilocks and the Three Bears and Baby Bear's chair
Laying the foundations for <b>Music</b> <b>(Being imaginative and expressive)</b>	Charanga - Me  Nursery rhymes and action songs	Charanga - My Stories  Nursery rhymes and action songs	Charanga - Everyone  Nursery rhymes and action songs	Charanga - Our World  Nursery rhymes and action songs	Charanga - Big Bear Funk  Nursery rhymes and action songs	Charanga - Reflect, Rewind and Replay  Nursery rhymes and action songs
Other Curriculum Areas						
Laying the foundations for <b>Computing</b>	<b>Connect, Collect and Communicate</b>  Looking after a school device.	<b>Coding: Movement</b>  Follow, and use, two step instructions.	<b>Connect, Collect and Communicate</b>  Use iPad to collect evidence of learning e.g. take a photograph	<b>Coding: Rotation</b>  Use positional language	<b>Connect, Collect and Communicate</b>  Online safety	<b>Coding: Debugging</b>  Notice errors in patterns - debug

Laying the foundations for <b>PSHE</b> <b>(PSED)</b>	<b>Relationships</b> My family Developing new relationships at school	<b>Living in the wider world</b> Celebrations in my home, community and the wider world.	<b>Health and well-being</b> Being safe - roads Online safety	<b>Relationships</b> Care for living things - animals	<b>Living in the wider world</b> Care for living things - plants	<b>Health and well-being</b> Describe achievements and targets for Year 1
<b>British Values</b>	<b>Democracy</b> Work with my classmates in a team  <b>Rule of Law</b> Classroom expectations	<b>Rule of Law</b>  Community - school and wider local community	<b>Individual Liberty</b>  Making decisions	<b>Mutual Respect, Tolerance and Diversity</b>  What makes us unique?	<b>Rule of Law</b>  Making choices - linked to caring for the environment	<b>Individual Liberty</b>  What am I good at? How could I improve?
<b>Enrichment experiences</b>	Walk around the school grounds and harvest the apples from the orchard.  Harvest Festival  Fire pit - s'mores	Local walk and Library Visit. Visitors from the community (fireman, neo-natal nurse, dentist, etc.)  Watch a Christmas performance in school and perform in the talent show.  Diwali celebration  Fire pit - rice pudding	Trip on the Naughty Bus to see local landmarks  Chinese New Year  Fire pit - baked fruit	Make pancakes  Hatching chicks  Observing tadpoles changing to frogs in the pond  Fire pit - change the colour of eggs	Farm Visit  Planting, and caring for, a variety of seeds  Fire pit - omelette  Trip to the local supermarket	Imagine That Museum Visit - Liverpool  Harvesting crops grown in the school grounds.  Visit Year 1 classroom.  Role models for new Foundation Stage children at their 'Stay and Play' sessions.  Fire pit - porridge
<b>Parent/carers visit</b>	Meet the Teacher  Home Visit	Visit the church and perform a 'Rhyme Time' to parents and carers  Parents' Evening 1	Stay and Play session	Parents' Evening 2	Stay and Play session	

***A more detailed Long Term Overview for progression in all areas of Learning and Development is available upon request.***

