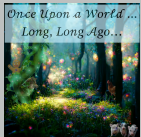


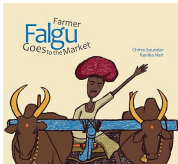
Foundation Stage - Long Term Overview 2026 to 27

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
- Realise that their actions have an effect on the world, so they want to keep repeating them. - Plan and think ahead about how they will explore or play with objects. - Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. - Make independent choices. - Bring their own interests and fascinations into early years settings. - Respond to new experiences that you bring to their attention.	- Participate in routines within and beyond the classroom. - Begin to predict sequences because they know routines. - Show goal-directed behaviour. - Begin to correct their mistakes themselves. - Keep on trying when things are difficult. - 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.	- Take part in simple pretend play. - Sort materials and source materials for a specific purpose. - Review their progress as they try to achieve a goal. - Solve real problems: - Use pretend play to think beyond the 'here and now' and to understand another perspective. - Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. - Concentrate on achieving something that's important to them.

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
						
Why this learning? (Refer below to specific learning linked to seasonal changes throughout the year)	As children start Foundation Stage, they learn all about themselves and their role within the classroom as a learner. 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. Children develop confidence to access the classroom environment effectively and develop understanding of the 5Rs - resilience, relationships, risk-taking, reflective, resourceful.	As children gain confidence as a learner, learning focuses on their sense of community and how different and diverse we all are. Children learn about all the people who help us in the community whilst making sense of their place, and role, within the school community. 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.	Children develop knowledge and understanding of the world around them. Learning focuses on materials children explore and experience in the environment and observe and predict scientific changes. Children learn about significant local landmarks and what they looked like in the past compared to the present. Children develop foundational geographical language and mapping skills.	Children develop an increasing knowledge and understanding of the lifecycles of plants and animals. Children learn through first hand experience of making a wormery, bird feeder and hatching and rearing chicks. 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.	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. 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.	Children develop an understanding of the diversity of the world by comparing life in our country and other countries in the world. Children gain understanding of the similarities and differences between countries and different environments around the world. Children learn about transitioning to Year 1 and learning with a new teacher.

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 WorldLong, long ago
Communication and Language	Body language: Eye contact Listening and attending to the speaker. Good listening, sitting etc Modelled language: 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? Talk partners/dialogic teaching: I know who my talk partner is.... I can look at my talk partner when they are speaking to me.....	Body language: Track the teacher at the front of the class Develop listening and attention skills Modelled language: 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? Talk partners/dialogic teaching: 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	Body language: Continue to develop listening and attention skills by increasing the amount of time I can listen and attend. Modelled language: Good morning How are you today? I am....How are you? (reciprocate) What day is it today? What is the weather like today? Talk partners/dialogic teaching: 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...	Body language: Maintain eye contact with the person I am having a conversation with. Take turns to speak within a conversation. Modelled language: I can maintain a conversation on the same topic of conversation e.g.. What did you do at the weekend ? Talk partners/dialogic teaching: 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...	Body language: With adult support, work together to collectively explore/agree ideas. Modelled language: I can talk about an event I am looking forward to at the weekend. I can recall an event I did at the weekend. Talk partners/dialogic teaching: 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 challengeidea because.....	Body language: With adult support, work together to collectively explore/agree ideas. Know that it is okay to change an opinion after collectively exploring ideas. Modelled language: I can express my thoughts and feelings regarding the transition from Foundation Stage to Year 1 Talk partners/dialogic teaching: 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 challengeidea because.....
English Reading (Core text)	Shark in the Park Shark in the Park on a Windy Day Relationships  	People Who Help Us Relationships, Cultural diversity, ethnicity, Community 	The Naughty Bus Reflective, Environment 	Superworm Relationships, heroism, survival, courage 	Farmer Falgu Goes to Market Farmer Falgu goes to Kamba Mela Cultural diversity and Religion 	Princess and the Pea Classic text Ghanaian Goldilocks 

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

Expressive Art and Design						
Laying the foundations for Art and Design (EAD - Creating with materials)	Master practical skills Exploring colour mixing inspired by The Colour Monster	Take inspiration Shapes in art inspired by Diwali	Develop ideas Art inspired by road and train markings	Take inspiration Art inspired by our living world	Take inspiration Art inspired by our living world	Develop ideas and Master practical skills Megan Coyle - create a collage
Laying the foundations for Design Technology (EAD - Creating with materials)	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 Music (Being imaginative and expressive)	BBC Teach - Nursery Rhymes (https://www.bbc.co.uk/teach/school-radio/articles/z4ddgwx) Nursery rhymes and action songs/ Singing Hands (Makaton)	BBC Teach - Dream On (Gathered Round the Christmas Tree Nursery rhymes and action songs/ Singing Hands (Makaton)	BBC Teach - When the Cold Wind Blows Nursery rhymes and action songs/ Singing Hands (Makaton)	BBC Teach - Bring the Noise/ Hands in the Air Nursery rhymes and action songs/ Singing Hands (Makaton)	BBC Teach - Summertime Nursery rhymes and action songs/ Singing Hands (Makaton)	BBC Teach - Jack and the Beanstalk Nursery rhymes and action songs/ Singing Hands (Makaton)
Other Curriculum Areas						

Laying the foundations for Computing	Connect, Collect and Communicate Looking after a school device.	Coding: Movement Follow, and use, two step instructions.	Connect, Collect and Communicate Use iPad to collect evidence of learning e.g. take a photograph	Coding: Rotation Use positional language	Connect, Collect and Communicate Online safety	Coding: Debugging Notice errors in patterns - debug
Laying the foundations for PSHE (PSED)	Relationships My family Developing new relationships at school	Living in the wider world Celebrations in my home, community and the wider world.	Health and well-being Being safe - roads Online safety	Relationships Care for living things - animals	Living in the wider world Care for living things - plants	Health and well-being Describe achievements and targets for Year 1
British Values	Democracy Work with my classmates in a team Rule of Law Classroom expectations	Rule of Law Community - school and wider local community	Individual Liberty Making decisions	Mutual Respect, Tolerance and Diversity What makes us unique?	Rule of Law Making choices - linked to caring for the environment	Individual Liberty What am I good at? How could I improve?
Enrichment experiences	Walk around the school grounds and harvest the apples from the orchard. Harvest Festival Fire pit - s'mores Grandparents' Day	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

Parent/carers visit	Meet the Teacher Home Visit Parent Workshop - Phonics/early reading	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	Stay and Play session
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A more detailed Long Term Overview for progression in all areas of Learning and Development is available upon request.