

Lower Foundation Long Term Overview

	Autumn 1 Let's explore	Autumn 2 Let's celebrate	Spring 1 Let's pretend	Spring 2 Let's change	Summer 1 Let's grow	Summer 2 Let's grow
Key Text	Owl Babies	Harry and the bucket full of dinosaurs	The Gruffalo	Elma	Jaspers beanstalk	Commotion in the oceans
Communication and Language development	<ul style="list-style-type: none"> 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". 	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs 	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> 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." 	<ul style="list-style-type: none"> Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<ul style="list-style-type: none"> 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
Personal, social and emotional development	<ul style="list-style-type: none"> 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. Become more outgoing with unfamiliar people, in the safe context of their setting Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them. Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> Talk with others to solve conflicts. Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing. Understand gradually how others might be feeling.

Lower Foundation Long Term Overview

Physical development	<ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • 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. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Show a preference for a dominant hand
Literacy	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<ul style="list-style-type: none"> • Write some or all of their name. 	<ul style="list-style-type: none"> • Write some letters accurately
Mathematics	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. 	<ul style="list-style-type: none"> • Show ‘finger numbers’ up to 5. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’ 	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Talk about and identify the patterns around them. For example: 	<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Make comparisons between objects relating to size, length, weight and capacity • Begin to describe a sequence of events, real 	<ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Select shapes appropriately: flat surfaces for building, a

Lower Foundation Long Term Overview

				stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	or fictional, using words such as 'first', 'then...'	triangular prism for a roof, etc.
Understanding the world	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Talk about what they see, using a wide vocabulary. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Talk about the differences between materials and changes they notice. • Talk about what they see, using a wide vocabulary. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Explore how things work. • Explore and talk about different forces they can feel. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people.
Expressive arts and design	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Respond to what they have heard, expressing their thoughts and feelings Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Remember and sing entire songs. • Listen with increased attention to sounds 	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Sing the pitch of a tone sung by another person ('pitch match'). • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Create their own songs or improvise a song around one they know. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Play instruments with increasing control to express their feelings and ideas.

Lower Foundation Long Term Overview

