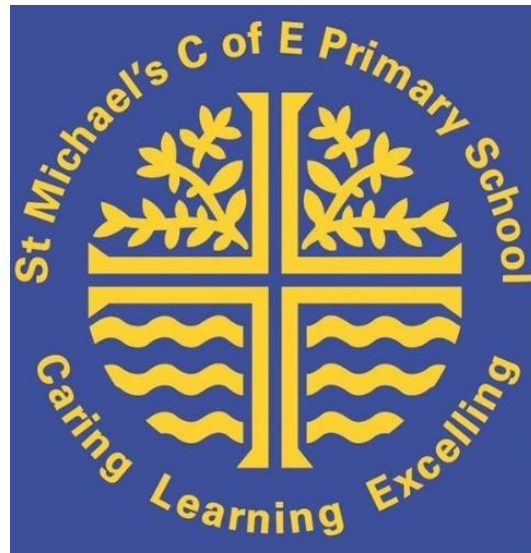


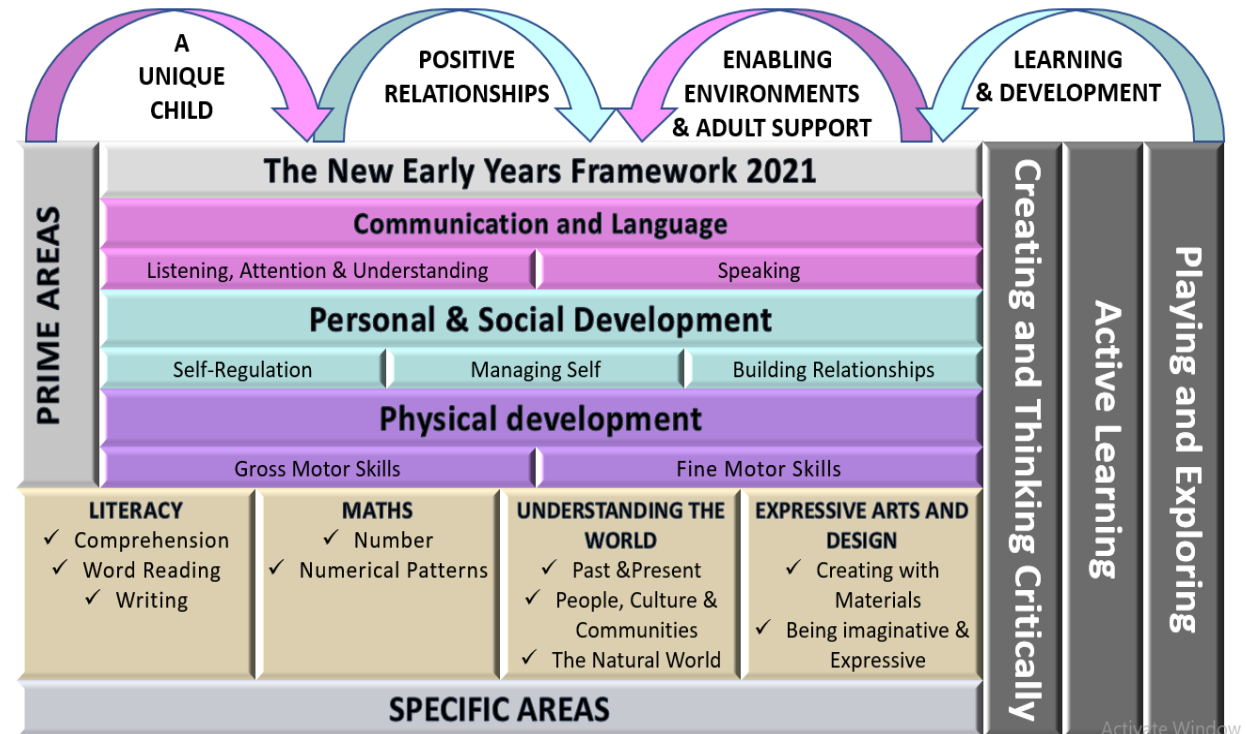
Foundation Stage Long Term Overview 2025 - 2026



At St Michael's C of E Primary School, we aim to create learners who 'care, learn and excel'.

Our children feel valued and loved in school and we pride ourselves on building strong relationships with our parents/carers and children. We teach all areas of learning to a high standard and our children make accelerated progress throughout the EYFS.

We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter Year One as happy, self-assured, independent learners with a thirst to learn and the confidence to know they can achieve anything. We are proud that our FS end of year results are consistently above national and Lincolnshire average.





Foundation Stage Long Term Overview 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	Characteristics of Effective Learning Playing and Exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active Learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and Thinking Critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Enabling Environments: Children learn and develop well in safe and secure environments where routines are established. Adults respond to each child’s individual needs and passions and helps them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. Play: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that children learn best when learning is meaningful, practical and based around each child’s individual interests and fascinations. We recognise that play is essential for children’s development in all areas of learning. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play whilst being supported by highly skilled adults.					



Foundation Stage Long Term Overview 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. <i>We will explore these concepts through celebrations.</i>	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We work together as a team.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment	School baseline National Baseline data by end of term RWI Entry Assessment Weekly team meetings for on-going discussion Focus children	On-going assessments Pupil progress meetings EYFS team meetings In house moderation Half termly assessments RWI assessment	GLD Projections for EOY Cluster moderation EYFS team meetings RWI assessment Half termly assessments	GLD Projections for EOY Pupil progress meetings EYFS team meetings RWI assessment Half termly assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data Transition discussions with KS1
Parental Involvement	Welcome meeting Tapestry weekly home learning tasks Reading Meeting Focus child parent input Weekly newsletters Individual next steps in learning Learning pack for each child containing key resources to support learning at home.	Tapestry weekly home learning tasks Focus child parent input Weekly newsletters Individual next steps in learning Christmas Celebration Nursery Rhyme – Stay & Play	Tapestry weekly home learning tasks Focus child parent input Weekly newsletters Individual next steps in learning Stay & Play	Tapestry weekly home learning tasks Focus child parent input Weekly newsletters Individual next steps in learning	Tapestry weekly home learning tasks Focus child parent input Weekly newsletters Individual next steps in learning	Tapestry weekly home learning tasks Focus child parent input Weekly newsletters Individual next steps in learning End of Year Celebration



Foundation Stage Long Term Overview 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus Communication & Language is developed throughout the year through: - high quality interactions - daily group discussions - class meetings - modelling, scaffolding, extending by highly-skilled adults - Individual SALT support - WellComm - First Call - story scribing - storytelling sessions - Drawing Club - poetry recital - Word Aware	Understand how to listen carefully and why listening is important. Engage in story times. 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.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. 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.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.	Describe events in some detail Use talk to help work out problems and organise thinking and activities. Explains how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Listen to and talk about stories to build familiarity and understanding. Engage with non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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.

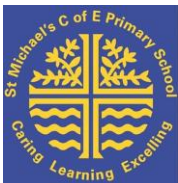
*'Out of all the EYFS areas of learning **communication, language and literacy** is the best predictor of later attainment in KS1, not only in literacy but also in maths.'*

Better Communication Research Programme 2011



Foundation Stage Long Term Overview 25-26

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .						
Managing Self Self Regulation Making Relationships	Sees themselves as a valuable individual. Builds constructive and respectful relationships. Expresses their feelings and considers the feelings of others, regulating behaviour accordingly. Works and plays cooperatively and takes turns with others. Gives focused attention to what the teacher says.		Shows resilience and perseverance in the face of challenge. Identifies and moderates their own feelings socially and emotionally. Is confident to try new activities. Manages own basic hygiene and personal needs.	Shows understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly. Sets and works towards simple goals. Confident to try new activities. Explains the reasons for rules Manages own basic hygiene and personal needs	Thinks about the perspectives of others. Manages their own needs. Shows understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly. Sets and work towards simple goals Confident to try new activities. Explains the reasons for rules. Manages own basic hygiene and personal needs.	Shows sensitivity to their own and to others’ needs. Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge. Gives focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.	
Jigsaw 	<u>Being Me in My World</u> Self identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	<u>Celebrating Difference</u> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<u>Challenges</u> Perseverance Setting goals Overcoming obstacles Seeking help Jobs Achieving goals	<u>Healthy Me</u> Exercise Healthy food Sleep Keeping clean Safety	<u>Relationships</u> Family life Friendships Breaking friendships Falling out Dealing with unkindness Being a good friend	<u>Changing Me</u> Respecting my body Growing up Growth and change Fun and fears Celebrations	
Early Learning Goals	ELG: Self-Regulation - 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. ELG: Managing Self - 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. ELG: Building Relationships - 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.						



Foundation Stage Long Term Overview 25-26

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Comprehension	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
		Listens and enjoy sharing a range of books. Holds a book correctly, handles with care and turn pages from front to back and recognises front and back cover. Knows that print carries meaning and in English, is read from left to right and top to bottom. Knows the difference between text and illustrations. Enjoys joining in with rhyme, songs and poems.	Engages in conversation and can answer questions when reading wordless fiction and non-fiction books. Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talks about events, feelings, main characters, where a story is set and recognises links to own life experiences.	Uses picture clues to help read a simple text. Predicts and anticipates key events based on illustrations, story content and title. Understands the structure of a non-fiction book is different to a fiction book.	Retells stories in the correct sequence, draws on language patterns of stories. Says how they feel about stories and poems, what parts of the story they liked or disliked and the reasons why. Can identify favourite characters, events, or settings. Can independently access the features of a non-fiction book. Play is influenced by experience of books	Correctly sequences a story or event using pictures and/or captions. Responds to questions about how and why something is happening. Knows the difference between different types of texts (fiction, non-fiction, poetry).	Play is influenced by experience of books – children can act out stories through role play activities, using simple props and appropriate vocabulary. Retells a known story. Recalls the main points in a text in the correct sequence, using own words which includes new vocabulary.
		Phonic Sounds: RWI Whole class I can handle books correctly and follow print left to right, top to bottom. I can locate the title. I can segment and blend words orally. I can recognise words that rhyme.	Phonic Sounds: RWI Differentiated groups I can link most sounds to letters. I am beginning to blend to read VC and CVC words. I am beginning to match spoken words to written words. I	Phonic Sounds: RWI Differentiated groups I can locate and recall the title of the book. I can read with 1:1 correspondence. I can read some common irregular words (red words). I can link all sounds to letters. I can read simple words by blending sounds. I can check for meaning when reading simple sentences.	Phonic Sounds: RWI Differentiated groups I can read and understand simple sentences I can use my phonic knowledge to read and decode regular words I can read the green words.	Phonic Sounds: RWI Differentiated groups I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	



Foundation Stage Long Term Overview 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy RWI Phonics 	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Progress Expectations Read single-letter Set 1 sounds	Progress Expectations Read all Set 1 sounds; blend sounds into words orally	Progress Expectations Blend sounds to read words; read short Ditty stories	Progress Expectations Read Red Storybooks	Progress Expectations Read Green Storybooks; read some Set 2 sounds	Progress Expectations Read Purple Storybooks
	Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build Speed read nonsense words Spell using Fred Fingers	Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build Speed read nonsense words Spell using Fred Fingers



Foundation Stage Long Term Overview 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mark Making	Develops listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Gives meaning to the marks they make. Understands that thoughts can be written down. Writes their name, copying it from a name card or trying to write it from memory.	Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Knows there is a sound/symbol relationship. Uses some recognisable letters and own symbols. Writes letters and letter strings, sometimes in clusters like words.	Uses appropriate letters for initial sounds.	Builds words using letter sounds in writing.	Continue to build on knowledge of letter sounds to build words in writing. Uses writing in play. Uses familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Composition	Uses talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally composes a sentence and holds it in memory before attempting to write it.	Orally composes a sentence and hold it in memory before attempting to write it. Begins to include simple conjunctions.	Uses talk to organise, describe events and experiences. Writes a simple sentence with support.	Writes a simple sentence with a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written.
Spelling	Orally segments sounds in simple words. Writes their own name, copying it from a name card or trying to write it from memory.	Orally spells VC and CVC words by identifying the sounds needed. Writes own name	Writes VC and CVC words independently.	Writes VC, CVC and CVCC words independently. Spells some irregular common words (red) independently.	Spells words by drawing on knowledge of known grapheme phoneme correspondences. Makes phonetically plausible attempts when writing more complex, unknown words.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC
Handwriting	Knows that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Forms letters from their name correctly. Recognises that after a word there is a space.	Shows a dominant hand. Writes from left to right and top to bottom. Begins to form recognisable letters.	Holds a pencil effectively to form recognisable letters. Knows how to form clear ascenders and descenders.	Forms most lower-case letters correctly. Includes spaces between words	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.



Foundation Stage Long Term Overview 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Helicopter Story Writing Development 	Adults scribing and writing down word for word. The children decide the part he/she would like to play. The story is acted out with the support of an adult.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Where appropriate, the children can begin to write the initial sound of some words.	The children know groups of letters make up a word and a group of words make sentences. The children continue to be invited to write the initial sound of some words. This may develop into VC and CVC words.	More phonetically correct words are written by the children along with common words, e.g. 'the' and known tricky words.	The children take the pencil more and more, until eventually they are writing complete phrases. They may still need a phonics mat to support.	The children are confident to write a simple short story.



Foundation Stage Long Term Overview 25-26

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Mathematical Development



Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Getting to Know You
Establish routines through calendar activities and provision.

Match, Sort & Compare
Match objects and pictures, identify a set, sort objects to type, explore sorting techniques, creating sorting rules and compare amounts.

Talk about measure and patterns
Compare size, mass, and capacity.
Explore simple patterns, copy, continue and create simple patterns.

It's Me 1, 2, 3
Find, subitise and represent numbers 1, 2 and 3.
Find 1 more and less with numbers to 3 and explore the composition of numbers 1, 2 and 3.

Circles and triangles
Identify, name and compare circles and triangles. Children to find shapes in the environment and describe position.

1, 2, 3, 4, 5
Find, subitise and represent numbers 4 and 5.
Children to find 1 more and 1 less with numbers 4 and 5 and explore the composition of numbers 1 – 5.

Shapes with 4 sides
Identify and name shapes with 4 sides, combine shapes with 4 sides and find shapes in the environment.
Distinguish and talk about the difference between the key events in their daily routine.

Alive in 5
Find, subitise and represent numbers 0 – 5. Find 1 more and less with numbers to 5, explore the composition of numbers 0 – 5 and explore conceptual subitising to 5.

Mass and Capacity
Compare mass, find a balance, explore capacity and compare capacity.

Growing 6, 7, 8
- Find and represent
- Find 1 more and 1 less
- Composition

Length, Height and Time
Explore and compare length and height.
Talk about, order and sequence time.

Building 9 and 10
Find and represent numbers 9 and 10, comparing numbers to 10, find 1 more and less with numbers to 10 and explore the composition of numbers to 10. Explore conceptual subitising to 10, bonds to 10 (2 parts and 3 parts), find and make doubles to 10 and explore odd and even.

Explore 3D shapes
Recognise and name 3D shapes, use 3D shapes for tasks and find 3D shapes in the environment. Identify, copy and continue more complex patterns and explore patterns in the environment.

To 20 and beyond
Build numbers beyond 10 and continue patterns beyond 10. Verbally count beyond 10 and explore verbal counting patterns.

How many now?
Develop understanding of addition by adding more.
Develop their understanding of subtraction by taking away.

Manipulate, compose and decompose
Explore the properties of shapes and spatial relations. Rotate and manipulate shapes and explain their arrangements.
Compose and decompose shapes, copying 2D shape pictures and finding 2D shapes within 3D shapes

Sharing and grouping
Develop an understanding of sharing practically before moving on to sharing by grouping. Identify whether a number is odd or even by sharing into two groups.

Visualise, build and map
Identify units of repeating patterns, creating and exploring their own pattern rules. Develop spatial reasoning by replicating scenes in the small-world and construction areas, using positional language to describe positions and give instructions to build. Create their own maps of familiar places and story settings.

Make connections
Develop reasoning and problem-solving strategies. Explore and investigate relationships between numbers, shapes and patterns.



Foundation Stage Long Term Overview 25-26

		Autumn	Spring	Summer
RE Lincolnshire Agreed Syllabus Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.			
	Key Questions	Which people, stories and events are special to me?	What do I know about Easter and Holi?	Why are some places and objects special or sacred?
	New Learning Objectives	• what it means to belong to different groups • how people come together to celebrate special events, e.g. birth • why Christmas is special for Christians and why Diwali is special for Hindus • how people celebrate Christmas and Diwali, including in school • why stories are important to Christians and Hindus • how some people show that they belong to a religion	• how people come together to celebrate special events • why Easter is special for Christians • why Holi is special for Hindus • how people celebrate Easter and Holi • which stories are linked to celebrations at Easter and Holi	• Why places of worship matter to people • What makes some places, and the things inside them, sacred or holy • How symbols and artefacts in places of worship have special meaning for believers • How people feel when they visit special and sacred places
	Vocabulary	General: belonging, ceremony, family, holy, sacred, special. Christianity: Advent, Angel Gabriel, baptism, candles, cross, christening, Christmas, godparents, gold, font, frankincense, Jesus, Joseph, Mary, myrrh, Nativity. Hinduism: diva lamps, Diwali, rangoli patterns, Lakshmi, mandir.	Easter: cross, Easter, Easter cards and eggs, Good Friday, palm crosses, Palm Sunday, Resurrection, tomb. Holi: bonfire, evil, good, Holi, Holika, Krishna, Prahlad, Rangwali, Vishnu.	Church: altar, Bible, font, Holy Communion, lectern, priest, pulpit, spire, stained-glass window, tower. Mandir: arti, Aum, bell, deities, fruit, incense, Ganesh, murti, prashad, puja tray.
	End of Unit Expectations	Pupils should be able to talk, draw/paint, role play about: • different groups in their lives and what it means to belong to them • ways in which people come together to celebrate special events, e.g. the birth of a baby • why Christmas is special for Christians and Diwali is special for Hindus • the kind of things people do to celebrate Christmas and Diwali, including in school • stories which are important to Christians and Hindus and what people do at Christmas and Diwali to remember the story of the Nativity and of Rama and Sita	Pupils should be able to talk, draw, role play about: • ways in which people come together to celebrate special events • why Easter is special for Christians and why Holi is special for Hindus • what people do to celebrate Easter and Holi • how stories are linked to the celebrations of Easter and Holi	Pupils should be able to talk, draw, role play about: • why places of worship matter to people • things that make some places, and the objects inside them, sacred or holy • symbols and objects/artefacts in places of worship which have special meaning for believers, e.g. a Christian cross or a Hindu deity. • how they felt when they were inside somewhere sacred – what senses did they use? • what things are similar in a church and a mandir and which things are different?



Foundation Stage Long Term Overview 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design Creating with Materials	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Creates closed shapes with continuous lines and begin to use these shapes to represent objects. Uses objects as representations in pretend play, e.g. a cuboid block as a telephone. Uses blocks/construction toys to build small worlds e.g. a pen on a farm.	Uses a variety of media independently. Talks about what they like or what they could improve about their creations. Adapts their construction to achieve a desired outcome. Uses colour for a purpose.	Produces more detailed representations (drawings, paintings, models) and discuss the features they have included. Returns to and extends their creative learning. Chooses materials to achieve a goal.	Explains how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose.	Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Makes use of props and materials when role playing characters in narratives and stories.	Shares their creations, explaining the process they have used.
Being Imaginative and Expressive	Responds to music with movement. Requests a favourite song/rhyme. Knows and joins in with some nursery rhymes or favourite songs and poems. Takes part in simple, pretend play often based on familiar experiences. Develops storylines through small-world or role-play.	Suggests a movement to match a piece of music. Keeps a beat using a musical instrument or body percussion. Performs familiar songs/rhymes in small groups. Participates in collaborative, creative activities, sometimes initiated by an adult. Retells parts of familiar stories through use of puppets, toys, masks or small-world.	Discusses changes or patterns they hear when listening to music. Creates more complex narratives in their pretend play, building on the contributions of their peers. Organises themselves in collaborative creative opportunities (role play, performance, artwork).	Creates their own beats with musical instruments/body percussion and becomes confident in games such as clapping syllables. Explores how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect.	Invents, adapts and recounts narratives and stories with peers and their teachers. Sings a range of well-known nursery rhymes and songs. Moves in time with music.	Performs songs, rhymes, poems and stories with others.

Early Learning Goals

Communication and Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding 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 ELG: Speaking 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.	ELG: Self-Regulation 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. ELG: Managing Self 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. ELG: Building Relationships 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.	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills 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.	ELG: Comprehension 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. ELG: Word Reading 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. ELG: Writing 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.	ELG: Number 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. ELG: Numerical Patterns 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.	ELG: Past and Present 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. ELG: People, Culture and Communities 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. ELG: The Natural World 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.	ELG: Creating with Materials 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. ELG: Being Imaginative and Expressive 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.