

# Lowe's Wong Infant School – Foundation Two



## Foundation Two Long Term Plan

- Enquiry Themes are the “big questions” to explore through each half term.
- Drivers are the subjects that sit at the heart of each enquiry theme.
- Enhancers are subjects where opportunities can be taken to make links and to deepen enquiry.
- Full details of what children will know and learn and the sequence of learning are detailed in the subject progression documents, the half termly overviews and the medium term plans. Some subjects are taught discretely.

| Term                                | Autumn                                                                                                                                                                                                                                                  |                                                                                                                                                                                                 | Spring                                                                                                                                                                       |                                                                                                                                                                               | Summer                                                                                                     |                                                                                                                                                                                                                                         |
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| Enquiry theme                       | What is special about me?                                                                                                                                                                                                                               | What type of journey shall we go on?                                                                                                                                                            | Where am I?                                                                                                                                                                  | Who lives happily ever after?                                                                                                                                                 | What might you find in the garden?                                                                         | What can we find in the sea?                                                                                                                                                                                                            |
| Curriculum <u>Driver</u> Subjects   | Personal, Social and Emotional Development- Self regulation, managing self, building relationships- Recognise differences of others. Know about feelings.<br><b>Expressive Arts and Design- Creating with materials-</b> Colour mixing, painting faces. | Understanding the World- Past and Present- Compare images of old and new transport<br><b>Expressive Arts and Design- Being imaginative-</b> Develop complex stories using small world equipment | Understanding the World- People, culture and communities- Life in Brazil and India<br><b>Understanding the World- The natural world-</b> Recognise and compare environments. | Expressive Arts and Design- Being imaginative and expressive- Perform stories.<br><b>Communication and Language- Speaking-</b> Retell familiar stories, using exact language. | Understanding the World- The natural world- Describe what we see, hear, feel. Explore and observe animals. | Understanding the World- The natural world – Describe sea creatures. Features of sea creatures. Contrasting environments.<br><b>Expressive Arts and Design- Being imaginative-</b> creating and performing songs. Move in time to music |
| Curriculum <u>Enhancer</u> Subjects | Understanding the World- People, cultures and                                                                                                                                                                                                           | Expressive Arts and Design- Creating with                                                                                                                                                       | Understanding the World- People,                                                                                                                                             | Expressive Arts and Design- Creating with materials-                                                                                                                          | Expressive Arts and Design-                                                                                | Understanding the world- Past and                                                                                                                                                                                                       |



Wong Infant School  
Learning happily together

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|                          | <b>communities and The Natural World-</b><br>Own family and home     | <b>materials-</b> Explore different textures of material.                                                                        | <b>cultures and communities-</b> Maps                                                                             | Join different materials<br>Work collaboratively                       | <b>Creating with materials-</b><br>Sculpture minibeasts                                     | <b>present-</b> Role of a lifeguard.<br><b>Understanding the world- People, cultures and communities-</b><br>environment-water and sea safety. |
| <b>Enrichment events</b> | Grandparents Morning<br>Bramley Apple Day                            | Anti-Bullying Week<br>Road Safety Week<br>Children in Need Day<br>Christmas Craft Day<br>Christmas Concerts                      | Safer Internet Day<br>Children's Mental Health Week<br>Big Bird Watch                                             | World Book Day<br>Easter Service                                       | World Bee Day<br>Mental Health Awareness Week                                               | Arts week<br>Sports Day                                                                                                                        |
| <b>Core Texts</b>        | <b>This is Me</b><br>George Webster<br><br><b>The Little Red Hen</b> | <b>Duck in a Truck</b> Jez Alborough<br><br><b>The Train Ride</b> June Crebbin<br><br><b>One Snowy Night</b><br>Nick Butterworth | <b>Walking through the Jungle</b> Julie Lacome<br><br><b>A Gift for Amma- Market day in India</b><br>Meera Sriram | <b>The Three Little Pigs</b><br><br><b>The Three Billy Goats Gruff</b> | <b>The Very Hungry Caterpillar</b><br>Eric Carle<br><br><b>Superworm</b><br>Julia Donaldson | <b>Bright Stanley</b><br>Matt Buckingham<br><br><b>Commotion in the Ocean</b> Giles Andreae                                                    |
| <b>Subjects</b>          |                                                                      |                                                                                                                                  |                                                                                                                   |                                                                        |                                                                                             |                                                                                                                                                |

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| <b>Literacy</b>                | <b>Writing outcomes:</b><br>Initial sounds<br>Initial sound labels<br>Name writing                                                                                                                  | <b>Writing outcomes:</b><br>CVC labels<br>Speech bubbles<br>Letter writing                                                                 | <b>Writing outcomes:</b><br>Shopping list<br>Menu<br>Simple sentences about Brazil and India<br>Thought bubbles                                                      | <b>Writing outcomes:</b><br>Character speech bubbles<br>Story map<br>Narrative sentences<br><br><u>World Book Day</u>                         | <b>Writing outcomes:</b><br>Instructions<br>Captions<br>Narrative sentences                                                                                                                            | <b>Writing outcomes:</b><br>Sentences<br>Riddles                                                                                                                                                                           |
| <b>Maths</b>                   | <b>Getting to know you</b> (Baselines)<br><br><b>Match, sort and compare</b><br><br><b>Talk about measures and patterns</b> (Compare size, mass, capacity. Simple patterns)<br><br>Mastering number | <b>It's me 1,2,3</b><br><br><b>Circles and triangles</b><br><br><b>1,2,3,4,5</b><br><br><b>Shapes with 4 sides</b><br><br>Mastering number | <b>Alive in 5</b><br><br><b>Mass and Capacity</b><br><br><b>Growing 6,7,8</b><br><br><b>Length, height and time</b> (Explore length, height)<br><br>Mastering number | <b>Length, height and time</b> (order, sequence time)<br><br><b>Building 9 and 10</b><br><br><b>Explore 3D shapes</b><br><br>Mastering number | <b>To 20 and beyond</b><br><b>How many now?</b><br><br><b>Sharing and grouping</b><br><br><b>Manipulate, compose and decompose</b> (Shapes for purpose, rotate, manipulate shapes)<br>Mastering number | <b>Manipulate, compose and decompose</b> (compose, decompose, find 2D shapes in 3D shapes)<br><br><b>Visualise, build and map</b> (Units of pattern, different positions, instructions to build, maps)<br>Mastering number |
| <b>Understanding the World</b> | <b>Past and present</b> – Familiar and past events in own family.<br><u>Bramley Apple Day.</u><br><b>People, cultures and communities-</b>                                                          | <b>Past and present-</b> Similarities, differences and changes to transport<br><b>The natural world-</b> Changing seasons- Winter.         | <b>People, culture and communities-</b> Comparing life in this country, Brazil and India. Comparing animals that live in Brazil and India.                           | <b>The natural world-</b> Know immediate environment and compare environments in stories.<br><b>People, culture and communities-</b> Know     | <b>The natural world-</b> Describe what we see, hear, feel. Explore and observe animals/ minibeasts<br><b>People, cultures and communities-</b>                                                        | <b>The natural world-</b> Explore sea creatures and where they live.<br><b>People, cultures and communities-</b> water and sea safety.                                                                                     |

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|                                           | own family and home.<br><u>Grandparents Morning</u><br><b>The natural world-</b><br>Changing seasons-<br>Autumn                                          | Changing states of matter- ice.                                                                                                                  | <b>Past and present-</b><br>compare new and old images.<br><u>Big Bird Watch</u>                                                                                          | maps show different environments.<br><b>Past and Present-</b><br>Know some things are old and some new.<br>Know there are some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Immediate environment to grow.<br><u>World Bee Day</u>                             |                                                                                                  |
| <b>Understanding the World: Computing</b> | <b>Mouse and Trackpad skills unit-</b><br>Clicking and navigating movement of the mouse.<br><b>2BeSafe-</b> Self image and identify Privacy and Security | <b>Drawing skills unit-</b><br>Choosing pens and making marks.<br><b>2BeSafe-</b> Managing online information                                    | <b>Safety and Privacy unit-</b><br><b>Technology around us unit-</b><br><u>Safer Internet Day</u><br><b>2BeSafe-</b> Online bullying.<br>Health, wellbeing and lifestyle. | <b>Robots unit-</b><br>Following, creating instructions. Making predictions.<br><b>2BeSafe-</b> Online relationships                                                                                                                                          | <b>Photographs unit-</b><br>Take photographs.<br><b>2BeSafe-</b> Online reputation | <b>Sounds unit-</b><br>Creating and recording sounds.<br><b>2BeSafe-</b> Copyright and ownership |
| <b>Understanding the World: RE</b>        | <b>Belonging: Who are we and how do we belong?</b> Unit F5<br><b>What times are special and why?</b> Unit F4 Harvest                                     | <b>Our Wonderful World: How can we care for living things and the Earth?</b> Unit F6<br><b>What times are special and why?</b> Unit F4 Christmas | <b>Which stories are special and why?</b> Unit F1                                                                                                                         | <b>What times are special and why?</b> Unit F4 Easter                                                                                                                                                                                                         | <b>What places are special and why?</b> Unit F3                                    | <b>Which people are special and why?</b> Unit F2                                                 |

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| <b>Expressive Arts and Design</b>                                          | <b>Creating with materials- Painting-</b><br>Colour mixing, painting faces.                                   | <b>Creating with materials- Painting-</b><br><u>Christmas Craft Day</u><br><u>Christmas concerts</u>                                                                                          | <b>Being imaginative and expressive:</b><br>Listen and move to music.<br><b>Creating with materials- Printing</b>                                 | <b>Creating with materials- Designing</b><br>Designing and making<br><b>Being imaginative and expressive:</b><br>Invent, adapt and recount narratives and stories. | <b>Creating with materials-</b><br><b>Creating with materials-</b><br><b>Sculpture-</b><br>minibeasts                         | <b>Being imaginative and expressive-</b><br>Make use of props to role-play characters.<br>Develop storylines in pretend play.<br><u>Arts Week</u> |
| <b>Expressive Arts and Design: Being Imaginative and Expressive- Music</b> | <b>Me!</b><br>Learning and sing nursery rhymes and action songs.                                              | <b>My stories</b><br>Explore the stories that songs and music tell.                                                                                                                           | <b>Everyone!</b><br>Songs from around the world, music enjoyed by different communities.                                                          | <b>Our world</b><br>Songs about our extraordinary world.<br><u>Easter Concert</u>                                                                                  | <b>Big bear funk</b><br>Play instruments, compose and create a dance.                                                         | <b>Reflect, rewind and replay</b><br>Rehearsing and performing.<br>Consolidating learning.                                                        |
| <b>Personal, Social and Emotional Development</b>                          | <b>Me and my relationships</b><br>Talk about similarities and differences. Name special people in their life. | <b>Valuing difference</b><br>Celebrate what makes each person unique. Importance of care and kindness.<br><u>Anti-Bullying Week</u><br><u>Road Safety Week</u><br><u>Children in Need Day</u> | <b>Keeping safe</b><br>Keeping bodies healthy and safe.<br>Staying safe in homes, classrooms and outside.<br><u>Children's Mental Health Week</u> | <b>Rights and respect</b><br>Understand how to make a difference.                                                                                                  | <b>Being my best</b><br>Resilience and confidence.<br>Different emotions and feelings.<br><u>Mental Health Awareness Week</u> | <b>Growing and changing</b><br>Different stages of childhood and growing up.                                                                      |

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| <b>Physical Development- PE &amp; Ball Skills</b> | <b>Health and Wellbeing</b><br>Understand how body changes during exercise.<br>Recognise positive impact exercise can have. | <b>Dance- ourselves</b><br>Move on different parts of body.<br>Explore movements such as creeping, tiptoeing and hiding. | <b>Gymnastics- high, low, over, under</b><br>Move confidently, energetically and safely in space.<br>Form a sequence. | <b>Gymnastics- moving</b><br>Jump off and land safely.<br>Make shapes with bodies. | <b>Dance- seasons</b><br>Respond to different types of music.<br>Develop fluent movement, with control and grace. | <b>Playing through games</b><br>Explore playing with different equipment<br><u>Sports Day</u>         |
|                                                   | <b>Ball skills- feet 1</b><br>Explore how to move ball with feet.<br>Learn to dribble a ball.                               | <b>Games for understanding</b><br>Negotiate space and obstacles safely, with consideration for themselves and others.    | <b>Ball Skills- Hands 1</b><br>Explore how to push, roll and bounce a ball.<br>Play ball games.                       | <b>Ball Skills- Hands 2</b><br>Throw a piece of equipment using over or under arm. | <b>Locomotion- Jumping</b><br>Develop agility, balance, coordination and strength.                                | <b>Rackets, bats, balls, balloons</b><br>Recognise a ball can be hit with another piece of equipment. |