



Foundation 2 Summer Term Overview



Children will be learning the following skills through a balance of teacher directed and child initiated activities ensuring that the children access the curriculum at a level appropriate to them in order for their next steps in learning to be identified and by following topics of interest to them and others.



Personal, Social, Emotional Development

Making Relationships

Children will be learning how to:

- Take steps to resolve conflicts with other children, e.g. finding a compromise.
- Take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings.
- Form positive relationships with adults and other children.
- *Play group games with rules.*
- *Understand someone else's point of view can be different from theirs.*
- *Resolve minor disagreements through listening to each other to come up with a fair solution.*
- *Understand what bullying is and that this is unacceptable behaviour.*

Managing Feelings and Behaviour

Children will be learning how to:

- Talk about how they and others show feelings,
- Talk about their own and others' behaviour, and its consequences.
- Know that some behaviour is unacceptable.
- *Know some ways to manage their feelings and begin to use these to maintain control.*
- *Listen to each other's suggestions and plan how to achieve an outcome without adult help.*
- *Know when and how to stand up for themselves appropriately.*
- *Stop and think before acting and wait for things they want.*

Self Confidence and Self Awareness

Children will be learning how to:

- Talk about their ideas.
- Choose the resources they need for their chosen activities.
- Say when they do or don't need help.
- *Be confident speaking to a class group.*
- *Talk about the things they enjoy, and are good at, and about the things they do not find easy.*
- *Be resourceful in finding support when they need help or information.*
- *Talk about the plans they have made to carry out activities and what they might change if they were to repeat them.*



Communication and Language

Listening and Attention

Children will be learning how to:

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity
- *Listen to instructions and follow them accurately, asking for clarification if necessary.*
- *Listen attentively with sustained concentration to follow a story without pictures or props.*
- *Listen in a larger group, for example, at assembly.*

Understanding

Children will be learning how to:

- Responds to instructions involving a two-part sequence.
- Understand humour, e.g. nonsense rhymes, jokes.
- To follow a story without pictures or props.
- Listen and respond to ideas expressed by others in conversation or discussion.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- *After listening to stories, express views about events or characters in the story and answer questions about why things happened.*
- *Carry out instructions which contain several parts in a sequence.*

Speaking

Children will be learning how to:

- Use talk in pretending that objects stand for something else in play.
- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.
- *Show some awareness of the listener by making changes to language and non-verbal features.*
- *Recount experiences and imagine possibilities - connecting ideas.*
- *Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.*

Physical Development

Moving and Handling

Children will be learning how to:

- Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- Hold a pencil between first two fingers and thumb and uses it with good control.
- Copy some letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Move confidently in a range of ways, safely negotiating space.
- Handle equipment and tools effectively, including pencils for writing.
- *Can hop confidently and skip in time to music.*
- *Hold paper in position and use their preferred hand for writing, using a correct pencil grip.*
- *Be able to write on lines and control letter size.*

Health and Self Care

Children will be learning how to:

- Eat a healthy range of foodstuffs and understand the need for variety in food.
- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Know the importance for good health of physical exercise, and a healthy diet.
- Talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- *Understand and make healthy choices in relation to, healthy eating and exercise.*
- *Dress and undress independently, successfully managing fastening buttons or laces.*



Literacy

Reading



Children will be learning how to:

- Link sounds to letters, naming and sounding the letters of the alphabet.
- Begin to read words and simple sentences.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books and know that information can be retrieved from books and computers.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words e.g. I, to, the, no, go, me, my, we, she, he, be, are, all etc..
- Demonstrate understanding when talking with others about what they have read.
- *Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.*
- *Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.*
- *Describe the main events in the simple stories they have read.*

Writing

Children will be learning how to:

- Hear and say the initial sound in words.
- Segment the sounds in simple words and blend them together.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Write own name and other things such as labels, captions.
- Attempt to write short sentences in meaningful contexts
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others spelt in phonetically plausible way.
- *Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.*
- *Use key features of narrative in their own writing*



Numeracy

Number

Children will be learning how to:

- Use the vocabulary involved in adding and subtracting.
- Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Use quantities and objects to add and subtract two single-digit numbers.
- Count on or back to find the answer to a problem.
- Solve problems, including doubling, halving and sharing.
- *Estimate a number of objects and check quantities by counting up to 20.*
- *Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.*

Shape Space and Measure

Children will be learning how to:

- To use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Order and sequences familiar events and measure short periods of time in simple ways.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money.
- Compare quantities and objects to solve problems.
- Recognise, create and describe patterns.
- Explore characteristics of everyday objects and shapes.
- Use mathematical language to describe objects and shapes.
- *Estimate, measure, weigh and compare and order objects and talk about properties, position and time.*

Understanding the World

People and communities



Children will be learning how to:

- Enjoy joining in with family customs and routines.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

The World



Children will be learning how to

- Look closely at similarities, differences, patterns and change.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.
- *Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.*
- *Know that other children have different likes and dislikes and that they may be good at different things.*
- *Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.*

Technology:

Children will be learning how to:

- Complete a simple program on a computer.
- Use ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools
- Select and use technology for particular purposes.
- *Know that the environment and living things are influenced by human activity.*
- *Describe some actions which people in their own community do that help to maintain the area they live in.*
- *Know the properties of some materials and can suggest some of the purposes they are used for.*
- *Be familiar with basic scientific concepts such as floating, sinking, experimentation.*



Expressive Arts and Design

Exploring Using Media and Materials

Children will be learning how to



- Explore what happens when they mix colours.
- Select appropriate resources and adapts work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.
- Sing songs, make music and dance, and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques
- Experiment with colour, design, texture, form and function.
- *Develop their own ideas through selecting and using materials and working on processes that interest them.*
- *Through explorations find out and make decisions about how media and materials can be combined and changed.*

Being Imaginative

Children will be learning how to:



- Introduce a storyline or narrative into their play.
- Play cooperatively as part of a group to develop and act out a narrative.
- Use what they have learnt about media and materials in original ways,
- Think about uses and purposes of materials and media.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- *Talk about the ideas and processes which have led them to make music, designs, images or products.*
- *Talk about features of their own and others' work, recognising the differences between them and the strengths of others.*

N.B. Statements in italics are those that indicate a child is exceeding the Early Learning Goal in that aspect of learning.