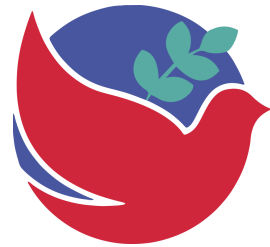


# FOUNDATION 2



Termly curriculum overviews  
2025 - 2026

Our school ethos helps us to know that  
at Dovelands:

We are kind

We are respectful

We are brave

We are aspirational

We belong



# Early Learning Goals

## Communication and Language

### 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.

### 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.

## Understanding the World

### 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.

### 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.

### 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.

## Personal, Social and Emotional Development

### 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.

### 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.

### 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.

## Expressive Arts and Design

### 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.

### 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.

## Mathematics

### 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.

### 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.

## Physical Development

### 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.

### 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### 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.

### 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.

### 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.

The Early Learning Goals (ELGs) in green below are all required to have been met for a child to have achieved a Good Level of Development (GLD) at the end of Foundation Stage.

		Areas of Learning	Aspects
Prime	Communication and language		Listening, Attention and Understanding
			Speaking
	Physical development		Gross Motor Skills
			Fine Motor Skills
	Personal, social and emotional development		Self-Regulation
		Managing Self	
Specific	Literacy		Building Relationships
			Comprehension
			Word Reading
		Writing	
	Mathematics		Number
			Numerical Patterns
	Understanding the world		Past and Present
			People Culture and Communities
			The Natural World
Expressive arts and design		Creating with Materials	
		Being Imaginative and Expressive	

Required for Good Level of Development (GLD)

# Autumn term

## English

In English, we will look at various stories including Supertato, Shark in the Park, Aliens Love Underpants, The Three Little Pigs, Alan's Big Scary Teeth, On the Way Home and Little Red Riding Hood.

## Phonics

In phonics, we will be learning the phonemes s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk.

We will also be learning the tricky words is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.

## Useful websites

<https://www.littlewandle.org.uk/resource/s/for-parents/>  
<https://www.bbc.co.uk/cbeebies/shows/bedtime-stories>  
<https://www.bbc.co.uk/bitesize/levels/zt6svwx>  
<https://www.topmarks.co.uk/>

## Maths

In maths, we will be following the NCETM scheme of learning supplemented by White Rose maths. Children will:

- Learn when they can see how many there are and when they need to count.
- Practise recognising numbers in different patterns, using number frames.
- Explore different ways to show numbers up to 5 and talk about what they notice.
- Spot smaller numbers within bigger numbers.
- Use their fingers to show numbers in different ways.
- Join in with counting and learn that each number is one more than the last.
- Practise counting carefully, knowing the last number tells us how many.
- Compare groups by matching objects.
- Begin using the word whole when talking about objects made of parts.
- Begin to understand measure and make patterns
- Recognise circles, triangles and 4-sided shapes.

## Topic, RE and PSHE

In our topic lessons, we will be learning about each other, our school, our local area and city, Rosh Hashanah, the seasons of autumn and winter, Diwali, Bonfire Night, Remembrance Day, special places, different types of music, Hanukkah, and Christmas.

In PSHE, we will be looking at units related to 'Dreams and Goals' and 'Healthy Me'.

In RE, we will be thinking about which people, stories and events are special to us.

## Trips and experiences

This term, we will be visiting Western Park, taking part in a poetry performance, holding a decorations day, performing in a nativity, and visiting St Anne's Church for Christmas.

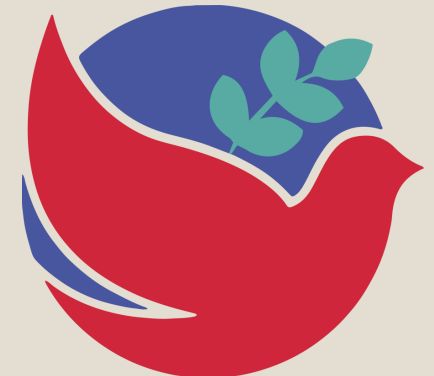
## Help at home

Please read with your child every day and practise their phonics and tricky words with them.

## Shared reading

In our shared reading sessions, we will be looking at the following skills:

- I know that we read from left to right and from the top of the page to the bottom of the page.
- I know that the title of a book helps me to think about what the story might be about.
- I can wonder and question.
- I use my phonics to help me to read words I don't know.
- When I use my sounds, I remember to say the whole word.
- I can make simple inferences.
- I re-read a sentence if I have stopped to use my phonics.



# Spring term

## English

In English, we will look at various stories including The Little Red Hen, The Gruffalo, Luna Loves Art, Mad about Minibeasts, Somebody Swallowed Stanley, What the Ladybird Head and What the Ladybird Heard Next.

## Phonics

In phonics, we will be learning the phonemes ai, ee, igh, oa, oo, **oo**, ar, or, ur, ow, oi, ear, air and er.

We will also be learning the tricky words was, you, they, my, by, all, are, sure, pure.

## Useful websites

<https://www.littlewandle.org.uk/resources/for-parents/>  
<https://www.bbc.co.uk/cbeebies/shows/bedtime-stories>  
<https://www.bbc.co.uk/bitesize/levels/z16svwx>  
<https://www.topmarks.co.uk/>

## Maths

In maths, we will be following the NCETM scheme of learning supplemented by White Rose maths. Children will:

- Practise quickly recognising numbers up to and beyond 5 and matching them to numerals.
- Begin to spot missing numbers within 5.
- Learn that 6 and 7 are made from 5 and a bit more, using fingers and number frames.
- Compare groups to see which are equal or not, and learn that two equal groups make a double.
- Sort numbers into odd and even by how they look.
- Improve their understanding of numbers in order and what each number means.
- Order numbers and play number track games.
- Join in with counting beyond 20 and notice number patterns.
- Develop their understanding of length, time and height as well as mass and capacity

## Topic, RE and PSHE

In our topic lessons, we will be learning about RSPB Birdwatch Week, local animals, people who help us, how technology has changed over time, Internet Safety Week, Shrove Tuesday, Ramadan, Chinese New Year, World Book Day, the season of spring, Eid, and Easter.

In PSHE, we will be looking at units related to 'Being Me in My World' and 'Celebrating Differences'.

In RE, we will be learning about the festivals of Holi and Easter and why they are important to people.

## Trips and experiences

This term, we will be baking bread, tasting pancakes and noodles as well as visiting St Anne's Church to look at the features of a church. We will also be starting 'stay and read' sessions for parents/carers.

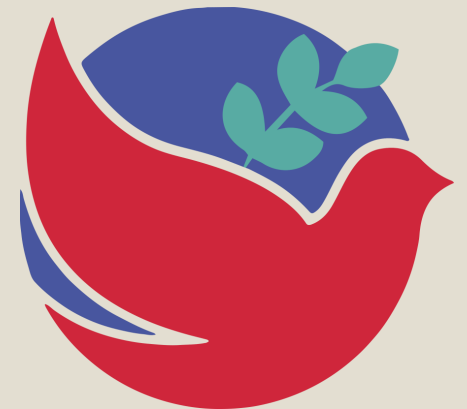
## Help at home

Please read with your child every day and practise their phonics and tricky words with them.

## Shared reading

In our shared reading sessions, we will be looking at the following skills:

- I notice if I have made a mistake.
- I can make simple inferences from text.
- I say words without using phonics if I remember them.
- I can say what I like and don't like in a story and explain why.
- I can retell the story.
- I know when I don't understand a word and can do things to help myself.



# Summer term

## English

In English, we will look at various stories including The Gingerbread Man, Jasper's Beanstalk, The Baddies, Jack and the Beanstalk, The Pig in the Pond and The Bug Collector.

## Phonics

In phonics, we will be consolidating our knowledge of the phonemes we have previously learnt.

We will also be learning the tricky words said, so, have, like some, come, love, do, were here little, says, there, when, what, one, out, today.

## Useful websites

<https://www.littlewandle.org.uk/resources/for-parents/>  
<https://www.bbc.co.uk/cbeebies/shows/bedtime-stories>  
<https://www.bbc.co.uk/bitesize/levels/z16svwx>  
<https://www.topmarks.co.uk/>

## Maths

In maths, we will be following the NCETM scheme of learning supplemented by White Rose maths. Children will:

- learn what is one more and one less than numbers up to 10.
- learn when they can see how many objects there are without counting.
- practise noticing number patterns to quickly recognise amounts.
- keep practising counting, including counting bigger groups and things like actions or sounds.
- explore numbers in different ways, such as using a 10-frame and showing doubles.
- compare amounts, even when objects look different.
- develop an understanding of how big numbers are compared to others.
- Develop an understanding of 2D and 3D shapes.

## Topic, RE and PSHE

In our topic lessons, we will be learning about Vaisakhi, St George's Day, plants, animals from around the world, extinct animals, farm animals, Science Week, our world, National Smile Month, the season of summer, and preparing for the transition to Year 1.

In PSHE, we will be looking at units related to 'Relationships' and 'Changing Me'.

In RE, we will be learning about why some objects and places are special or sacred.

## Trips and experiences

This term, we will be baking gingerbread, planting beans, taking part in sports day, enjoying science week, having our class assembly and graduation ceremony along with visiting Windmill Farm.

## Help at home

Please read with your child every day and practise their phonics and tricky words with them.

## Shared reading

In our shared reading sessions, we will be looking at the following skills:

- I know when I don't understand a word and can do things to help myself.
- I can visualise stories from words.
- I think about what each sentence means that I am reading.
- I can recognise the features of non-fiction books.
- I think about what I already know about when I read.
- I can read with prosody.

