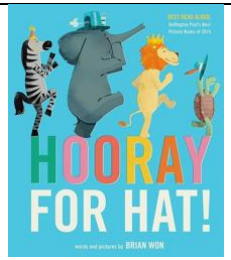
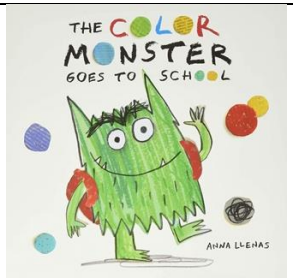
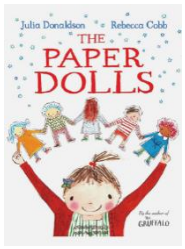
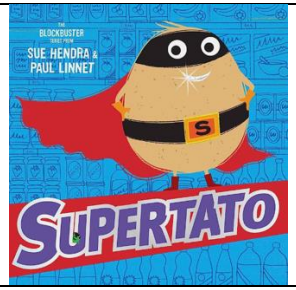
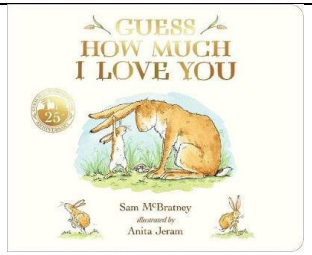
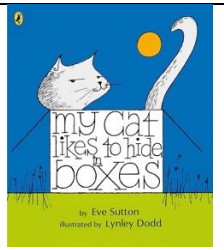
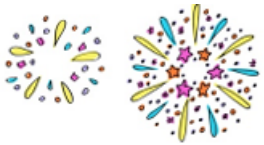
Foundation 2 LTP (2026-2027)

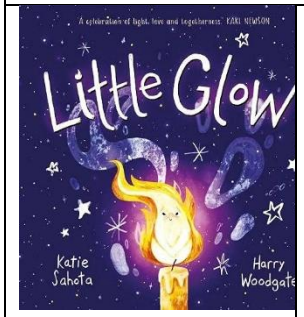
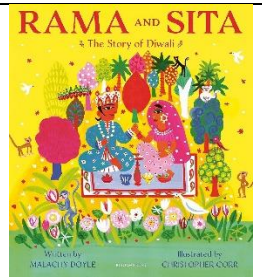
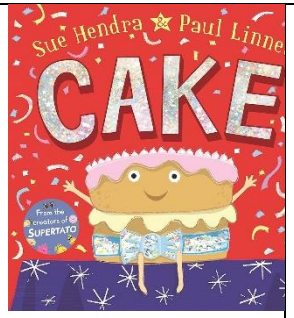
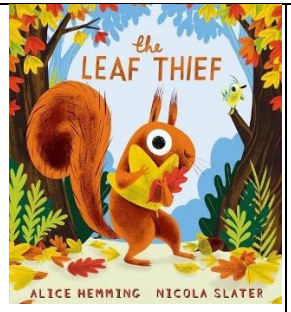
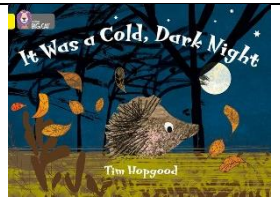
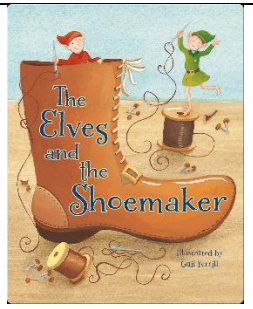
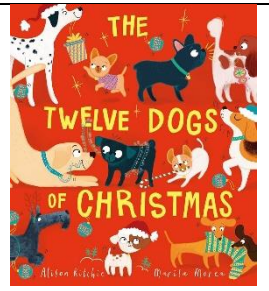
AUTUMN 1:	Learning Overview:	Vocabulary:
All About Me. 	**Children are learning about:** -what makes them unique (their superpowers); -who is in their class and how to treat friends kindly; - who takes care of them (in their family and in the community, e.g. nurse, policeman). -what animals can be pets and how to take care of them; -the people and rules in school that keep them safe, happy & learning.  	**Vocabulary** team — A group of people who work together. share — Playing with and working with others. care — Looking after others and wanting them to be happy. confidence — Knowing that you can do anything if you try your best. achieve — Being able to do something that you couldn't do before. respect — Using good manners and listening to others. enthusiasm — Being happy and willing to give anything a go. pet — An animal that lives in a house as part of the family. job — Something you do to earn money and help others.

Texts In Autumn 1:

					
Hooray for Hat by Brian Won.	The Colour Monster Goes to School by Anna Lewis.	The Paper Dolls by Julia Donaldson.	Supertato by Sue Hendra.	Guess How Much I Love You by Sam McBratney.	My Cat Likes to Hide in Boxes by Eve Sutton.

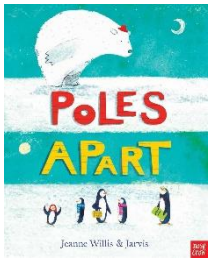
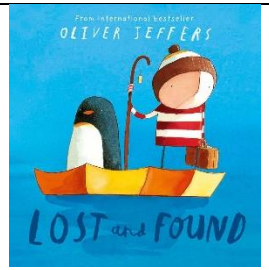
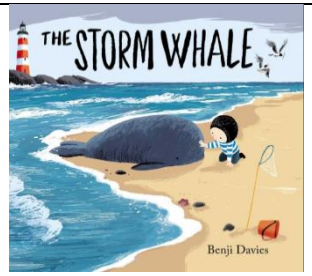
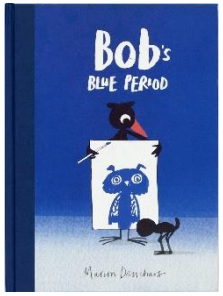
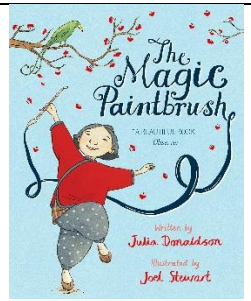
AUTUMN 2:	Learning Overview:	Vocabulary:
Light & Dark. 	**Children are learning about:** -how we celebrate our birthdays & how others may celebrate differently; -festivals such as Halloween, Bonfire Night & Christmas (& the Nativity story) & how we celebrate these; -the Hindu festival of Diwali & how it is celebrated; -why it gets dark and why it gets dark earlier in autumn & winter; -how light is the opposite of darkness (& how we can light the dark); -animals that live in the dark (what they look like; what they eat, & where they live).   	Vocabulary Autumn — A season where the leave fall and the weather gets colder. nocturnal — Animals that sleep in the day and wake up at night. celebrate — A happy time on a special day. festival — A time of celebration. Halloween — A festival where people dress up in costumes. Bonfire Night — A festival where we visit a big bonfire. Diwali — A festival from India. Tradition — Things that we do every year. Christmas — A festival to remember the Nativity story.

Texts In Autumn 2:

						
Little Glow by Katie Sahota.	Rama and Sita by Malachy Doyle.	Cake by Sue Hendra.	The Leaf Thief by Alice Hemming	It Was a Cold Dark Night by Tim Hopgood.	The Elves and the Shoemaker.	The Twelve Dogs of Christmas by Alison Richie.

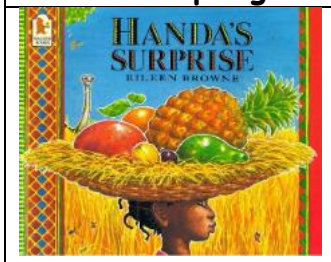
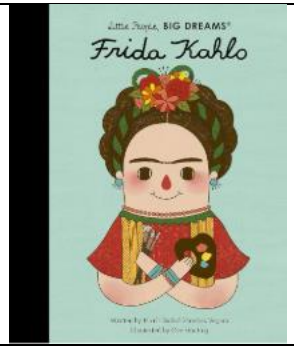
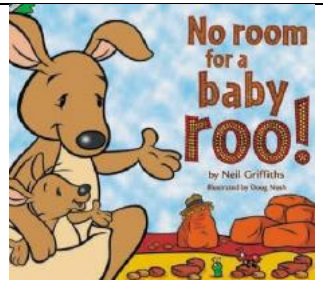
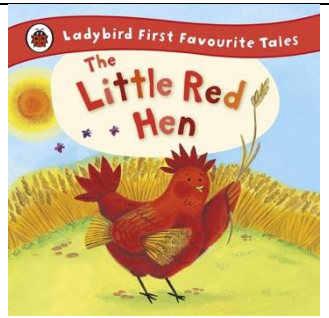
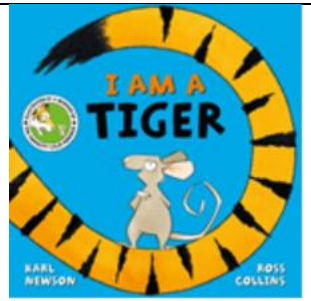
SPRING 1:	Learning Overview:	Vocabulary:
All Around the World – Pole to Pole.  	**Children are learning about:**  -how we all live on planet Earth; -how the Arctic is at top of the world and the Antarctic at the bottom; -how life is different in the Arctic to ours where we live; -animals that live in the Arctic and in Antarctica; -cold colours & our favourite colours; -the season of winter (weather changes; the trees losing their leaves; how we can stay warm); -Piet Mondrian, the artist; -how water freezes when it gets cold & ice melts when it gets warmer; -how some items float in water & some don't. 	**Vocabulary** Winter – The season after Autumn when it is very cold. Earth – The planet that we live on. atlas – A book of maps from around the world. country – A place where people live together. The Arctic – The countries around the North Pole where it is very cold. Antarctica – A place where penguins live where it is very cold. freeze – When water gets cold and turns to ice. melt – When ice gets hot and turns into water. artist – A person who paints pictures and creates sculptures.

Texts In Spring 1:

					
Poles Apart by Jeanne Willis.	Lost and Found by Oliver Jeffers.	The Storm Whale by Benji Davies.	Bob's Blue Period by Marion Deschars.	The Magic Paintbrush By Julia Donaldson.	Kindness Makes Me Stronger By Elizabeth Cole

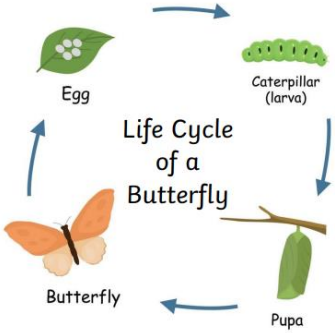
SPRING 2:	Learning Overview:	Vocabulary:
All Around The World – and back home again  	**Children are learning about:** -the local area that we live in; -the key features of East Leake where we our school is; -what our school was like in the past; -animals, clothes and music that come from Africa; -animals, homes and the weather in the Indian Jungle; -animals and lifestyle in Australia; -how Australia is similar to the UK and different; -Mexican music and food; -who Frida Kahlo was (looking at some of her paintings).   	weather: What the sky and air outside feels like, whether it's sunny, rainy, windy or snowy. beach: Sand next to the ocean. desert: A place with lots of sand where it is really hot most of the time. jungle: A wild and lush place full of big trees and animals. safari: A trip to see amazing animals. self-portrait: A drawing or painting of yourself. village: A small place with houses, a park and some shops. transport: What we use to travel from one place to another. similar: Things that are almost the same.

Texts In Spring 2:

 	 	 	 	 	
Handa's Surprise by Elieen Browne	Frida Kahlo – Little People Big Dreams	No Room for a Baby Roo by Neil Griffiths	The Little Red Hen – Traditional Tale	I am a Tiger by Karl Newson and Ross Collins	

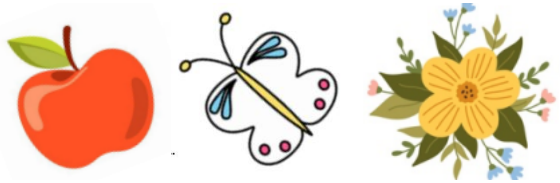
SUMMER 1:	Learning Overview:	Vocabulary:

Growing



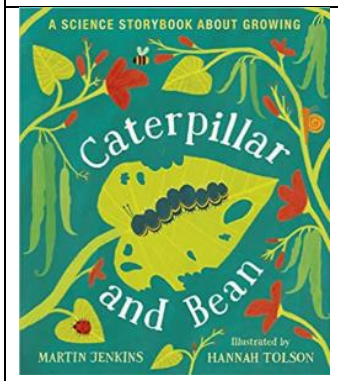
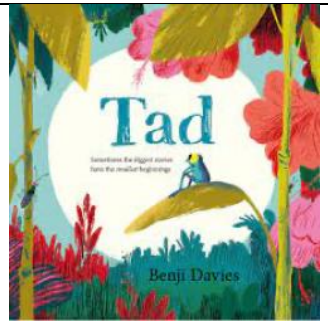
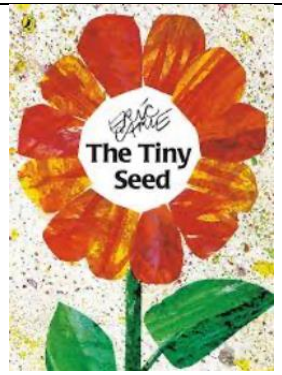
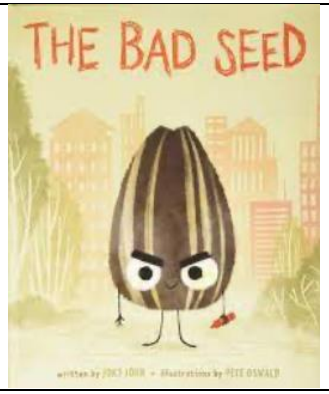
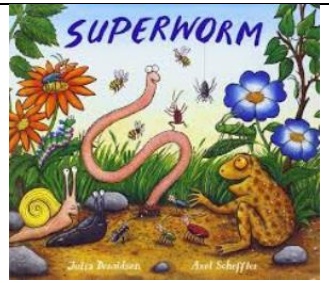
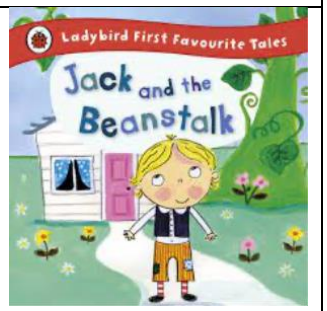
Children are learning about:

-how we have changed and grown from babies to children and will grow into adults;
-how my family have grown and were once children like me;
-some types of minibeasts and their life cycles;
-how plants grow and what they need to grow;
-the names for some parts of a plant;
-how plants change through the seasons;
-gardens and allotments and how that vegetables, fruit and herbs come from plants;
-which foods are healthy for us.



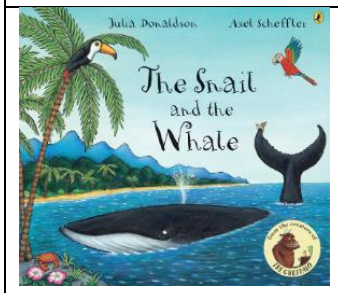
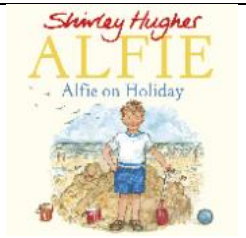
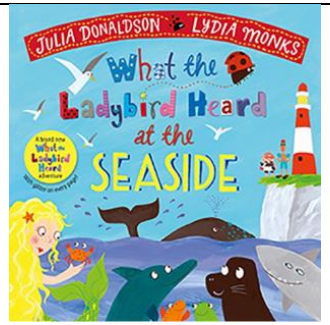
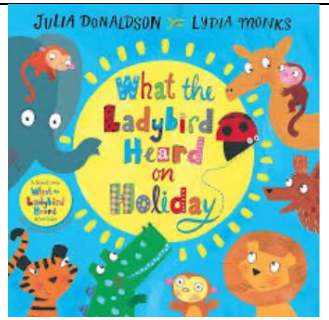
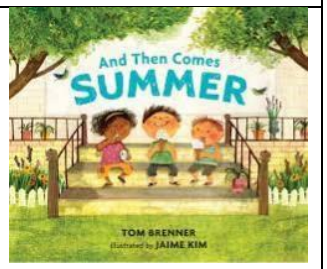
life cycle	The way a living thing grows and changes.
growth	Getting bigger and stronger over time.
transform	To change into something new.
minibeasts	A tiny creature with lots of legs.
garden	A place that is outside, with lots of plants.
allotment	A place where you grow fruits and vegetables.
fruits	A yummy part of a plant that we can eat.
herbs	A healthy part of a plant that we can eat.
vegetables	Small plants that make food taste yummy.

Texts In Summer 1:

					
Caterpillar and Bean by Martin Jenkins	Tad by Benji Davies	A Tiny Seed by Eric Carle	The Bad Seed by Jory John	Superworm By Julia Donaldson.	Jack and the Beanstalk – Traditional Tale

SUMMER 2:	Learning Overview:	Vocabulary:
Where Next? 	**Children are learning about:** -our achievements this year and looking forward to Year 1; -how plants and weather change in summer; -what happens to water when you freeze or melt it; -the types of transport we can use to take long journeys; -different places we can go on holiday; -what we do at the seaside and why it is fun; -how we can find places on a map; -animals that live at the seaside; -what we might do during the summer holidays.   	journey — Travelling from one place to another. transport — A way of getting somewhere. seaside — A place that is by the sea, usually a beach. holiday — A trip away from home, for a few days or more. environment — What a place around you is like. senses — What you can see, hear, smell, touch and taste. solid — An object whose shape cannot change. liquid — Matter than can be poured, such as water. atlas — A book of maps from all around the world.

Texts In Summer 2:

					
The Snail and the Whale by Julia Donaldson	Alfie on Holiday by Shirley Hughes	What the Ladybird Heard at the Seaside by Julia Donaldson	What the Ladybird Heard on Holiday by Julia Donaldson	Hansel and Gretel by Bethan Woolvin	And then comes Summer By Tom Brenner

Achieving A Good Level of Development:			
	By the end of Autumn:	**By the end of Spring:**	**By the end of Foundation 2:**
Communication & Language: *Listening & Understanding. *Speaking	I understand how to listen carefully and why listening is important. I can engage in story times. I can ask questions to find out more and to check I understand what is being said to me. I can engage in non-fiction books. I can use social phrases (Good morning/ hello) I can use talk to help work out problems and describe what I am doing. I can use some new vocabulary. I can articulate my ideas and thoughts in phrases/ simple sentences. I am starting to retell a story using picture prompts or objects of reference.	I can listen carefully to rhymes and songs, paying attention to how they sound. I can listen to and talk about non-fiction (topics) to develop a familiarity with new knowledge and vocabulary. I am starting to use new vocab in different contexts. I can learn rhymes, poems and songs. I can explain how things work and why they might happen related to my experiences. I can describe an event, and I am starting to add detail including through using some different tenses. I can talk about stories to build familiarity and understanding. I can retell a story, once I have a deep familiarity with the text, using some exact repetition.	I can listen attentively when being read to, during whole class discussions and small group interactions. I can comment on what I've heard. I can ask relevant questions to clarify my understanding. I can hold a conversation, engaging in back-and-forth exchanges with their teacher and peers. I can participate in a small group, class, or one to one discussion. I can offer my own ideas. I can use recently introduced vocabulary. I can explain why something might happen using vocabulary learnt from texts. I can express my ideas and feelings using full sentences (with modelling & support from my teacher). I can use past, present and future tense (with modelling & support from my teacher).
Personal, Social & Emotional Development: *Self-regulation. *Managing Self. *Building Relationships.	I can cooperate with an adult and my peers most of the time. I am starting to show confidence in myself. I can share most of the time.	I am starting to express my feelings in an appropriate way. I am starting to consider the feelings of others. I am beginning to find ways to manage conflicts.	I can show an understanding of my own feeling and those of others. I can begin to regulate my behaviour in response to my feelings and those of others. I can set and work towards simple goals.

	I can recognise that I am feeling different emotions, e.g. happy, sad, angry. I am starting to show good manners with modelling & support from my teacher. I can show an understanding of the school behaviour rules and are starting to follow these. I can try a new challenge in class with support. I can start to dress myself and ask for help with trickier parts. I can independently wash my hands before eating and after the toilet. I can talk about the things I like to do at school and at home. I can think about the perspectives of others. I can use talk with others to solve conflicts with the support of familiar adults. I can take part in small group discussions.	I follow routines cooperatively most of the time, including starting to wait for what I want. With reminders, I can focus on my teacher and follow instructions with support, e.g. visuals. I can follow the school rules more reliably. I can try most of the activities in the classroom with growing independence. I can work towards a challenge, asking for help when needed. I can confidently build relationships with my peers. I can confidently explore new activities. I can play with others and take turns most of the time.	I can wait for what I want. I can control my immediate impulses when appropriate. I can give my focused attention to what the teacher says. I can respond appropriately to my teacher and follow instructions. I can explain the reasons for rules. I know right from wrong and try to behave accordingly. I can confidently try new activities and show independence, resilience and perseverance in the face of a challenge. I can manage my own basic hygiene and personal needs (dressing, toileting & understanding importance of healthy food choices). I can work and play cooperatively and take turns with others. I can form positive attachments to adults and friendships with peers. I can be sensitive to my own and other's needs.
Physical Development: *Gross Motor Skills. *Fine Motor Skills.	I can jump on and off apparatus. I can line up and queue. I can spin, rock, tilt, fall, slide and bounce. I can throw and catch a large ball. I can confidently move a variety of ways (roll, crawl, walk, jump, run, hop, skip, climb.)	I can use a knife and fork I can ride a two wheeled balance bike. I can kick, pass, bat and aim a ball. I can move with good control and grace. I can combine different movements with ease. I can hold and use a pencil for writing.	I can negotiate space and obstacles safely, with consideration for myself and others. I demonstrate strength, balance and coordination when playing. I can move energetically by running, jumping, dancing, hopping, skipping and climbing.

	I can hold and use a pencil for drawing showing increasing control and awareness, for example, beginning to draw people (head with legs). I can sit at a table with good posture. I can form some recognisable letters independently (such as caterpillar and ladder letters). I can hold and use a medium sized paintbrush. I can do up a zip. I can use a spoon to scoop. I can cut a curved line with scissors. I can squeeze and roll playdough.	I can control tools well to make more complex pictures, for example, combines shapes to create another (a rectangle and a circle to form a hat). I can form most letters correctly and they are recognisable. I can hold and use a small paintbrush. I can show control when filling in a template with coloured pencils or paint. I can use a knife and fork to chop soft food. I can cut around a shape. I am beginning to roll playdough into a ball. I can make a face with playdough, adding detail.	I can hold a pencil effectively in preparation for writing, using the tripod grip. I can use a range of small tools, including scissors, paint brushes and cutlery. I can begin to show accuracy and care when drawing.
Literacy: *Comprehension. *Word Reading. *Writing.	I can understand what a word is. I can tell a story to a friend. I can ask for help when I do not understand a word. I can talk about my favourite book. I can recognise all 26 alphabet letters by saying the sounds for them. I can read individual letters by saying the sounds for them. (Level 2 phonemes) I can blend sounds together to read VC or CVC words. (Level 2 phonemes) I can read Level 2 common exception words. I can begin to read words and sentences. (Level 2 phonemes and CEW) I can track letters in word reading.	I can understand what a sentence is. I can talk about settings, characters and key events in books. I can recognise and join in with predictable or repetitive phrases. I can answer simple retrieval and sequencing questions. I can begin to answer simple inference questions, e.g., can infer what a character by what they say and do. I can answer prediction questions based on what has happened so far. I can blend sounds into words. (Level 3 phonemes) I can read letter groups that represent one sound. (Level 3 digraphs/ trigraphs).	I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and new vocab. I can anticipate the key events in a story. I can use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes and poems, and during role play. I can say a sound for each letter in the alphabet. I can say a sound for at least 10 digraphs. *Non-negotiable for 10 digraphs including long vowel sounds e.g., qu, ch, sh, th, ng, ai, ee, oa, oo, ar* I can read words consistent with my phonic knowledge by sound-blending.

	I can re-read books and build up confidence and fluency. I can join in with known songs, rhymes and stories. I can copy shapes, letters and numbers. I can correctly form most caterpillar and ladder letters. I can spell and write words containing the Level 2 graphemes known. I can spell and write captions containing the Level 2 graphemes known with support to help me retain my idea, e.g., the cat sat on a mat.	I can read most Level 3 common exception words. I can read words and sentences. (Level 3 phonemes and CEW) I can read words with initial two letter consonant blends, e.g., 'bl', 'br', cl' cr' etc I can track words in sentence reading. I can recognise how many syllables there are in a word. I can identify rhymes. I can suggest words to complete a rhyming string. I can correctly form most one-armed robot and zig-zag monster letters. I can correctly form the digits 0-9. I can spell and write simple sentences containing the Level 3 graphemes known (with support to orally rehearse before I write). I can use a finger space in between words and begin to use full stops. I can re-read what I have written to check that it makes sense.	I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. I can write recognisable letters that are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter/s. I can write simple phrases and sentences that can be read by others.
Literacy: *Number. *Number Patterns	I can count objects, actions and sounds to 10. I can link the numeral to its number value to 10. I can subitise to 5. I can start to understand the concept of one more/ one less with numbers to 10. I can compare numbers to ten.	I can explore the composition of numbers to 10. I can understand the concept of zero and can write the numeral 0. I can use the language of more than, the same as and fewer than to compare numbers to 5. I can match objects and sort into pairs. I can start to use objects to combine two numbers to make a bigger number to 10.	I have a deep understanding of number to 10, including the composition of each number. I can subitise up to 5. I can automatically recall number bonds to 5 (including subtraction). I can recall some number bonds to 10, including doubles.

	I can select, rotate and manipulate shapes. I can continue, copy and create repeating patterns. I can compare length, weight and capacity.	I can count beyond ten. I can compose and decompose shapes, knowing that a shape can have other shapes within it. I can use mathematical language to compare weights (lighter, heavier). I can use mathematical language to compare capacity (full, half full, empty).	I can verbally count beyond 20, recognising the pattern of the counting system. I can compare quantities up to 10 in different contexts. I can recognise when one quantity is greater than, less than, or the same as another quantity. I can explore and represent patterns within numbers up to 10, including evens, odd, doubles and sharing equally.
Understanding the World: *Past & Present. *People, Cultures & Communities. *The Natural World.	I can identify that I was a baby, and that I will become a teenager, adult and grandpa. I can talk about the jobs that my family do. I can comment on images or familiar situations in the past. I know about and can talk about an event that happened in the past. **Use of language:** **[this week/next week/last week]** I can understand that some places are special to members of my community (my school, a church, playgroup, shops in East Leake). I can recognise familiar environments in books (school, homes, parks). I can talk about the difference between people (within our class).	I can talk about the jobs that other people do and why they are important. I can compare and contrast characters from stories, including figures from the past. I can look at and talk about books, knowing that they are set in the past. I can recognise objects that are from the past and talk about how they are different now. **Use of language:** **[last year/a long time ago]** I can draw information from a simple map of my classroom. I can recognise some places that are special to members of my community. I can recognise that people have different beliefs and celebrate special times in different ways.	I can talk about the lives of the people around me, and their roles in society. I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. I understand the past, through settings, characters and events encountered in books read in class and storytelling. I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I know some similarities and differences between different religious and cultural communities in

	I know that they speak different language in other countries. I can operate toys and buttons using remote controls. I can take photos using a digital device. **Use of language: [map/town/village/across/local/globe]** I enjoy exploring the outdoor world. I can draw a picture of something I can see (flower/plant). I can talk about the changes in autumn and winter. I can talk about why changes happen (melting, cooking, sinking, floating). **Use of language: [autumn/winter/month/season/days of the week]**	I can talk about the differences between other countries, including what they wear, eat and celebrate. I can identify things that work on their own and those items that need to be programmed. I can understand how to make technology work. I can use learning apps. **Use of language: [Leicestershire/Journey/Land/Map/Symbol/ Atlas]** I can describe what I can see, hear and feel whilst outside. I can draw a picture of an animal. I can recognise some environments that are different to where I live. I can talk about the changes that happen in spring and summer. **Use of language: [spring/summer/countryside/months of the year]**	this country, drawing on my experiences and what has been read in class. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. I understand that I need to stay safe online. I can look at a website to find out some information. **Use of language: [continent/ocean/route/temperature]** I can explore the natural world around me, making observations and drawings of animals and plants. I know some similarities and differences between the natural world around me and a contrasting environment. I understand some important processes and changes in the natural word around me, including the seasons and changing states of matter. **Use of language: [freezing/storm/thunderstorm]**

Expressive Arts & Design: *Creating with Materials. *Being Imaginative & Expressive	I can select and stick together different junk modelling materials. I can explore and use a variety of artistic effects to express my ideas and feelings. I can start to use different materials to collage. I can carefully mix two colours to make the colour I want. **Use of language:** **[primary colours/ collage]** I can listen attentively, move to and talk about music, expressing my feelings and responses. I can watch and talk about dance and performance art, expressing my feelings and responses. I can draw pictures that represent objects or people and talk about what I have drawn. **Use of language:** **[observation/sketch]**	I can use materials to collage and create a picture that I can talk about. I can create a model from junk, that represents another object (e.g, using round lids as wheels). I can return to and build on my previous learning, refining my ideas. I can create collaboratively, sharing ideas, resources and skills. I can change the colour of paint, making it darker or lighter, by adding more of a colour. **Use of language:** **[sculpture/lighter/darker]** I can develop my own storylines in my pretend play. I can draw a self-portrait, taking care to include the key features of a face. I can draw an object that is in front of me (still life). I can explore and engage in music making, including playing a range of musical instruments in different ways and attempt to be in time with music. **Use of language:** **[portrait/curved line/straight line]**	I can safely use and explore a variety of materials, tools and techniques. I can experiment with colour, design, texture, form and function. I can share my creations, explaining the process I have used. I can make use of props and materials when role playing characters in narratives and stories. I can invent, adapt and recount narratives and stories with peers and my teacher. I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others. I can move in time with music. **Use of language:** **[strokes]**

Enrichments/ Important Dates & Celebrations:	Starting School – sharing special pictures of family and things that make us important. School Tour – visiting other classes. Storytime with the Headteacher and other members of staff. Autumn walk around the local area Bonfire Night Diwali Christmas Taking part in Nativity performance. Trip to the Pantomime with whole school.	Chinese New Year Walk around our village – East Leake and visit our local library. Easter	Looking after chicken eggs and watching them hatch. Looking after caterpillars and watching them transform into butterflies. Caring for our garden – planting and looking after plants. Visit a farm Sports Day!