Fountaindale School:
Foxes Overview 2026/27

Belong, Engage, Enjoy

Semi-Formal Pathway:	**Pathway Intent:** Learning is designed to develop communication, independence, resilience and engagement through a balance of structured teaching and meaningful real-life experiences. Learners build their knowledge, understanding and skills across a broad and relevant curriculum, while developing confidence in themselves as learners. Opportunities to problem solve, make choices, develop relationships and apply learning in different contexts support pupils to become increasingly independent and active participants in their school and wider community.

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Topic	**Sound**	**Colour and Light**	**Communities**	**Cultures**	**Moving and growing**	**Forces and Movement**
Numeracy	Understanding Number	Number, Shape and Measure	Exploring Number, Shape and Data	Understanding Number	Number, Shape and Measure	Exploring Number, Shape and Data
Literacy	Phonics and Word Reading Colourful semantics sentence structures	Phonics and Word Reading Colourful semantics sentence structures	Phonics and Word Reading Colourful semantics sentence structures	Phonics and Word Reading Colourful semantics sentence structures	Phonics and Word Reading Colourful semantics sentence structures	Phonics and Word Reading Colourful semantics sentence structures
Nature: Topic	Animal sounds	Forest school			Planting	
Place and Space			My school and home community	Cultural places	Food around the world	
Humankind: PSHE	Self-regulation: my feelings	Building relationships: special relationships	Managing self: taking on challenges	Self-regulation: Listening and following instructions	Building relationships: my family and friends	Managing self: my wellbeing
Exploration:	Sounds loud and quiet	Use of lights and colours		Explore different foods/ smells and textures	Plants	Movements pushes, pulls.

PE	Gymnastics Dance- moving together Samba sports	Dance	Game Skills (multi)	Games Skills (Invasion)	Striking & Fielding	Athletics
Human Kind: Careers	Can you be a musician?	Can I help others?	Can we help in the community?	Can we cook?	Can we be gardeners?	Can we be scientists?
Human Kind: R.E	What makes someone special?	Harvest and Giving Thanks	Christian Stories	Easter	Places of Worship	Belonging
Creativity	Music – listening skills and composition Art- to express feelings and sounds	Art- mark making and colour work Music – listening skills and composition	Dance and music linked to other cultures	Art- linked to cultures with shapes and patterns	Drama – retell stories of things growing	Design and technology- make something that moves
Rights	1 – Everyone under 18 has these rights. 2 – All children have these rights. 8 – I have a right to an identity. 12 – I have the right to be listened to and taken seriously. 15 – I have the right to meet with friends and join groups. 28 – I have the right to an education. 31 – I have the right to relax and play.	36 – I have the right to be kept safe from things that could harm my development. 26 – My family should get the money they need to help bring me up. 38 – I am not allowed to join the army until I am 15. 19 – I have the right to be protected from being hurt or badly treated 34 – Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad. 4 – The government should make sure	6 – I should be supported to live and grow 14 – I have the right to have my own thoughts and beliefs and to choose my own religion with my parents' guidance 30 – I have a right to speak my own language and to follow my family's way of life 13 – I have the right to find out and share information 17 – I have the right to get information in lots of ways, as long as it's safe	24 – I have the right to good quality health care, to clean water and good food 33 – I should be protected from dangerous drugs 32 – I should not be made to do dangerous work 37 – I have the right not to be punished in a cruel or hurtful way 39 – I have the right to help if I have been hurt, neglected or badly treated	3 – adults must do what's best for me. 9 – I have a right to live with a family who cares for me 27 – I have the right to have a proper house, food and clothing. 18 – I have the right to be brought up by both parents if possible 20 – I have the right to special protection and help if I can't live with my own family 25 – If I am not living with my family, people should keep	7 – I have a right to a name and to a name and to belong to a country 10 – I have the right to see my family if they live in another country 11 – I have the right not to be taken out of the country illegally 22 – If I am a refugee, I have the same rights as children born in that country 35 – I should not be abducted, sold or trafficked 29 – I have the right to an education which develops my

		my rights are respected 5 – The government should respect the right of my family to help me know about my rights	16 – I have the right to keep some things private		checking I am safe and happy 21 – I have the right to have the best care if I am adopted 40 – I have the right to legal help and to be treated fairly if I have been accused of breaking the law	personality, respect for others' rights and the environment 23 – If I have a disability, I have the right to special care and education
Communication and Literacy	Story work – describing characters Characters sounds Choosing symbols to communicate	Story work – Order events Choosing symbols to communicate	Story work – describing characters Choosing symbols to communicate	Story work – Order events Choosing symbols to communicate	Story work – describing characters Choosing symbols to communicate	Story work – Order events Choosing symbols to communicate
Suggested Texts	Dear Zoo Moo Moo Mooing	The colour monster Elmer The day the crayons quit	Handa's surprise	Easter story and other cultural stories	The hungry caterpillar	The Enormous turnip