



FS1

Long Term Plan and 3D Curriculum Coverage

Autumn

Believe

Who Am I?

What Happens In Autumn?

Peace At Last!

Baseline Assessment

Long Observations (SEND/ EYPP)

Bromcom / LA

Spring

Persevere

What Do We See In Spring?

Who Lives On The Farm?

One Snowy Night

Oh Dear!

Baseline Assessment

Long Observations (SEND/ EYPP)

Bromcom / LA

Summer

Achieve

How Do We Know It Is Summer?

Jasper's Beanstalk

Baseline Assessment

Long Observations (SEND/ EYPP)

Bromcom /LA

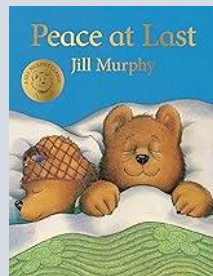
Autumn
Geography Driver

Believe

Enquiry Questions

1. *Who Am I?*
2. *What Happens In Autumn?*

Core Text



Additional Texts

- *Brown Bear Brown Bear*
- *Owl Babies*
- *Goldilocks and the Three Bears*
- *Zsa's Baby Brother*
- *This Is Me*
- *My World Your World*
- *Littlest Acorn*

Trips/ Visitors/ Parental Links

- FS1 Stay and Play
- Dentist Visitor
- Library Visitor
- Christmas Craft
- Fire Service

Additional Coverage

- *Time to Try*
- Hull Fair
- Halloween
- Bonfire Night
- Seasonal Change (including Light and Dark)
- Diwali
- Advent / Christmas



Literacy

During our daily phonic sessions, we will be developing our phonological awareness. We will be going on listening walks in our environment, beginning to spot and explore rhymes. We will be sharing stories, rhymes and poems throughout the session. We will learn that print in a book carry meaning and may begin to use our fingers to follow the words from left to right on the page as handle different books.

Maths

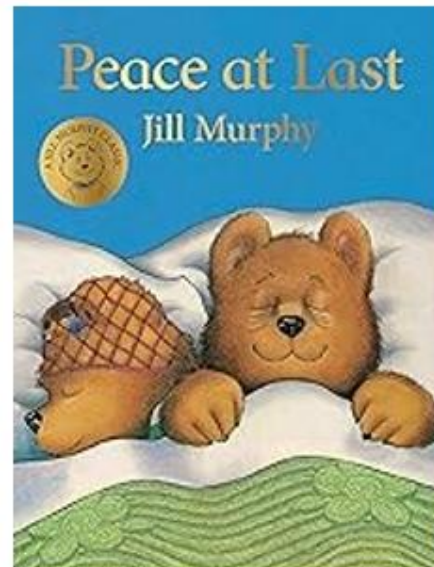
As we become mathematicians, we will be developing understanding of colour as we sort different objects and recognise colours in our environment. We will also be working together to explore pattern and size both in our maths sessions and during provision.

Understanding the World

As we explore the immediate world around us, we will begin to make sense of our own life-story and our family. As we settle into FS1 we will talk about our homes and families. As we learn about 'our world' we will show interest in animals that we see in Autumn. We will be learning seasonal change and making observations of the world around us.

Who Am I?

What Happens In Autumn?



EAD

As we choose our learning during continuous provision, we will be developing our imaginations and pretend play. Using objects and prompts we will pretend they are familiar objects. We will use a variety of different media and utensils to mark, make, draw, paint and create.

PSED

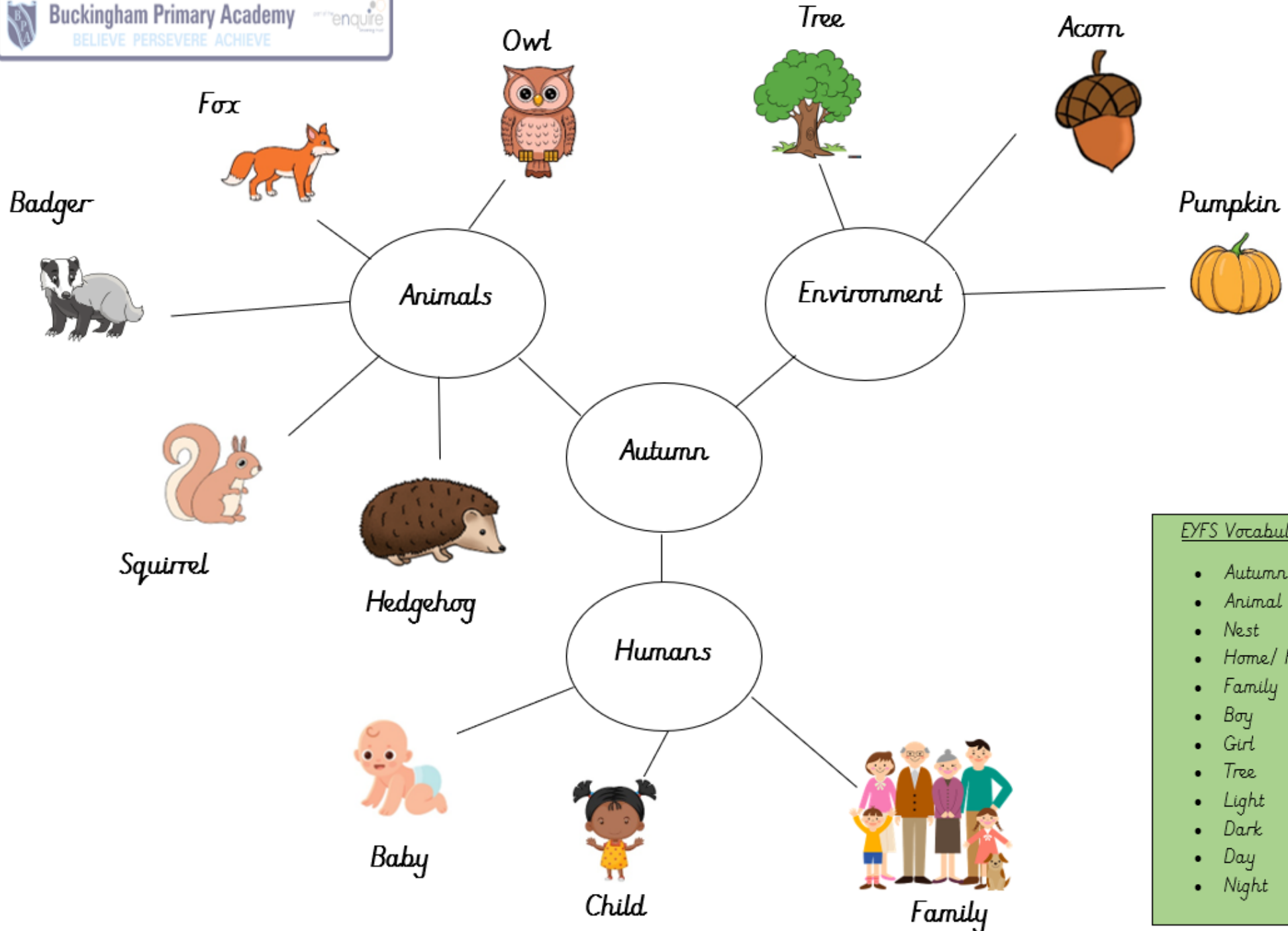
As we embark on the start of our journey in FS1 we will be developing our confidence in new social situations. We will become more outgoing when meeting the new grownups who will be helping us to learn in our new classroom. As part of our new FS1 family we will be nurturing a sense of self, responsibility and community.

Communication and Language

We will be encouraged to listen and pay attention to more than one thing at a time, this can be super tricky especially when we are busy learning and playing. We will be sharing and listening to longer stories and will try to remember and recall what has happened. We will be encouraged to talk about and share some of our favourite stories, toys and experiences.

Physical Development

We will be learning to collaborate with others to manage and move large objects especially when playing with the deconstructed role play outside. We will be developing our gross motor skills and large movements. The grownups will encourage us to become more independent as we meet our own care needs including brushing our teeth, using the toilet and washing our hands. We will also have access to a variety of healthy snacks.



EYFS Vocabulary

- Autumn
- Animal
- Nest
- Home/ House
- Family
- Boy
- Girl
- Tree
- Light
- Dark
- Day
- Night

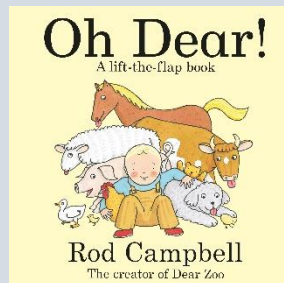
Spring
Geography Driver

Persevere

Enquiry Questions

3. *What Do We See in Spring?*
4. *Who Lives On The Farm?*

Core Text



Additional Texts

- *One Snowy Night*
- *Who Lives On A Farm? Who Lives In The Woods?*
- *Little Red Riding Hood*
- *The Three Billy Goats Gruff*
- *Cock-a-Moo*
- *The Three Little Pigs*
- *Fox's Socks*

Trips/ Visitors/ Parental Links

- *World Book Day*
- *FS1 Stay and Play x2*
- *Library Visit*

Additional Coverage

- *Time to Try*
- *New Year*
- *Lunar New Year*
- *Seasonal Change (Spring)*
- *Pancake Day/ Lent/ Easter*



Literacy

During our daily literacy sessions we will be sharing stories, non-fiction books, poems and rhymes. We will be exploring and learning how to orientate books as we share stories and read for pleasure with the grown-ups. We will be learning that print carries meaning and that books have different purposes. During phonics we will be exploring syllables.

Maths

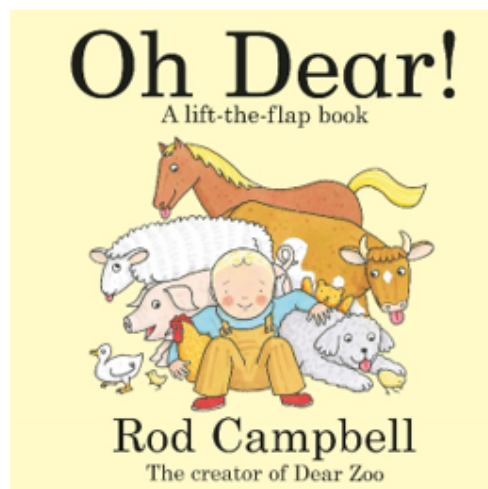
During our maths sessions we will be learning to say one number for each item in the correct order "1, 2, 3, 4, 5". We will be able to show "finger numbers" up to 5. We will also be beginning to link numerals to amounts working with numbers up to 5.

Understanding the World

As we continue to learn about our homes and communities, we will begin to explore the different people places animals live. We will be continuing to notice changes in the seasons as we transition into Spring. We will be learning about the different animals and people that live and work side by side on farms. As we compare different farms we will also be finding out where our food comes from.

What Do We See In Spring?

Who Lives on A Farm?



EAD

During continuous provision we will begin to develop more complex stories and narratives in our role play when using the small world equipment. We will begin to merge construction sets and resources when developing our imaginations. When working at the 'Creation Station' we will be encouraged to explore the different media.

PSED

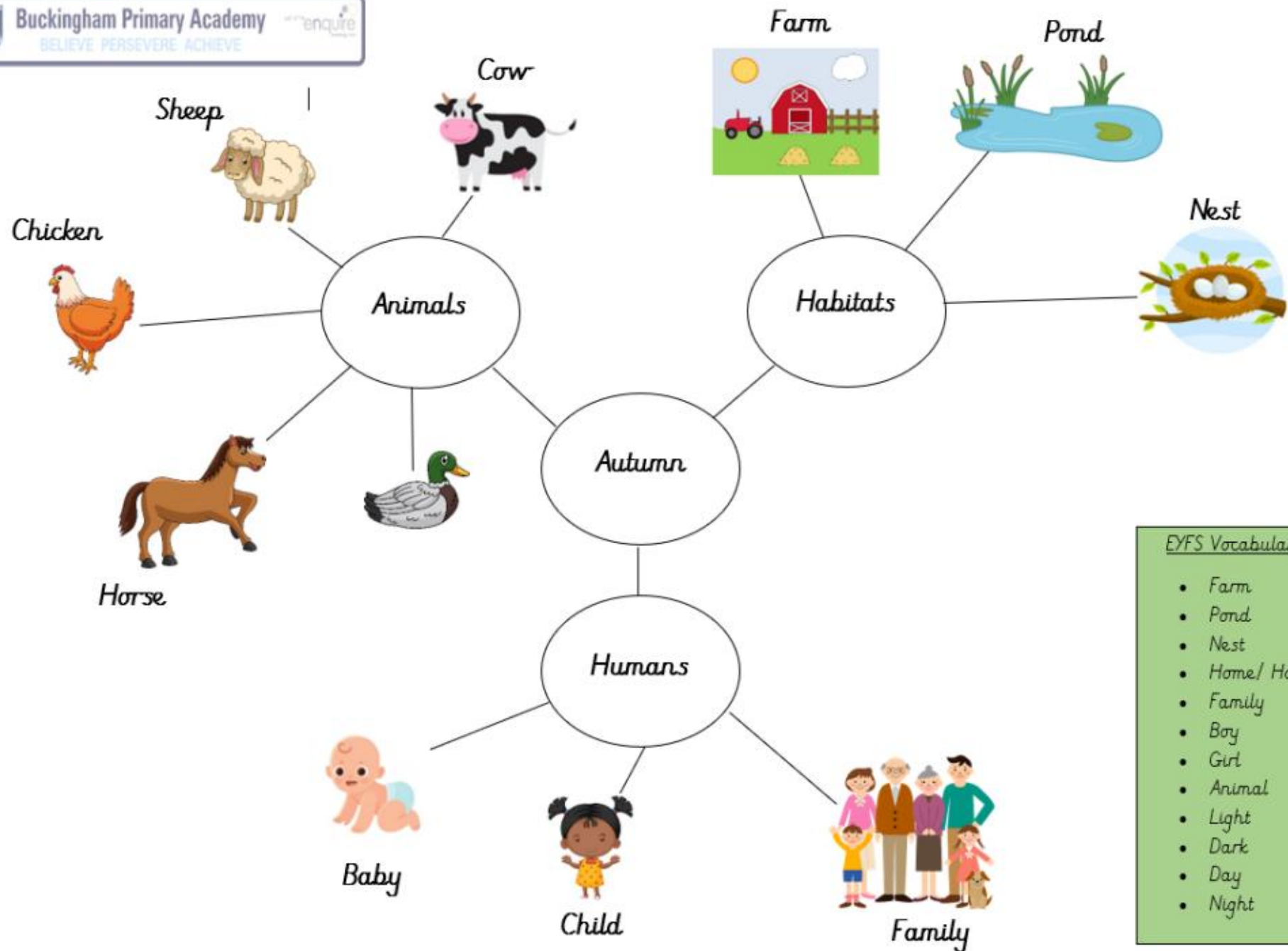
As we venture into the Spring term, we will begin to feel more confident within the setting with our peers, grownups and routines. We will be beginning to understand why the rules and routines are important in the classroom. During our continuous provision we will be playing with and alongside our friends.

Communication and Language

As we develop our communication and language skills we will be developing our listening skills as we begin to follow two part instructions. We will also be developing our understanding of 'why' questions. The grownups will be encouraging us to use a new vocabulary that we have been exposed to during the school day. The grownups will explain and model what the vocabulary means so that we can apply our new skills.

Physical Development

We will be continuing to develop our movement and balance skills. These include riding a balance bike, scooter and trikes (if your child can do this confidently at home please send us a photograph via Class Dojo as we would love to celebrate your child's achievements). We will be playing games like musical statues to develop our gross motor skills during our dance sessions.



EYFS Vocabulary

- Farm
- Pond
- Nest
- Home/ House
- Family
- Boy
- Girl
- Animal
- Light
- Dark
- Day
- Night

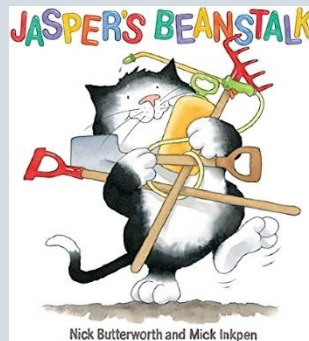
Summer
History Driver

Achieve

Enquiry Questions

5. *How Do We Know It Is Summer?*

Core Text



Additional Texts

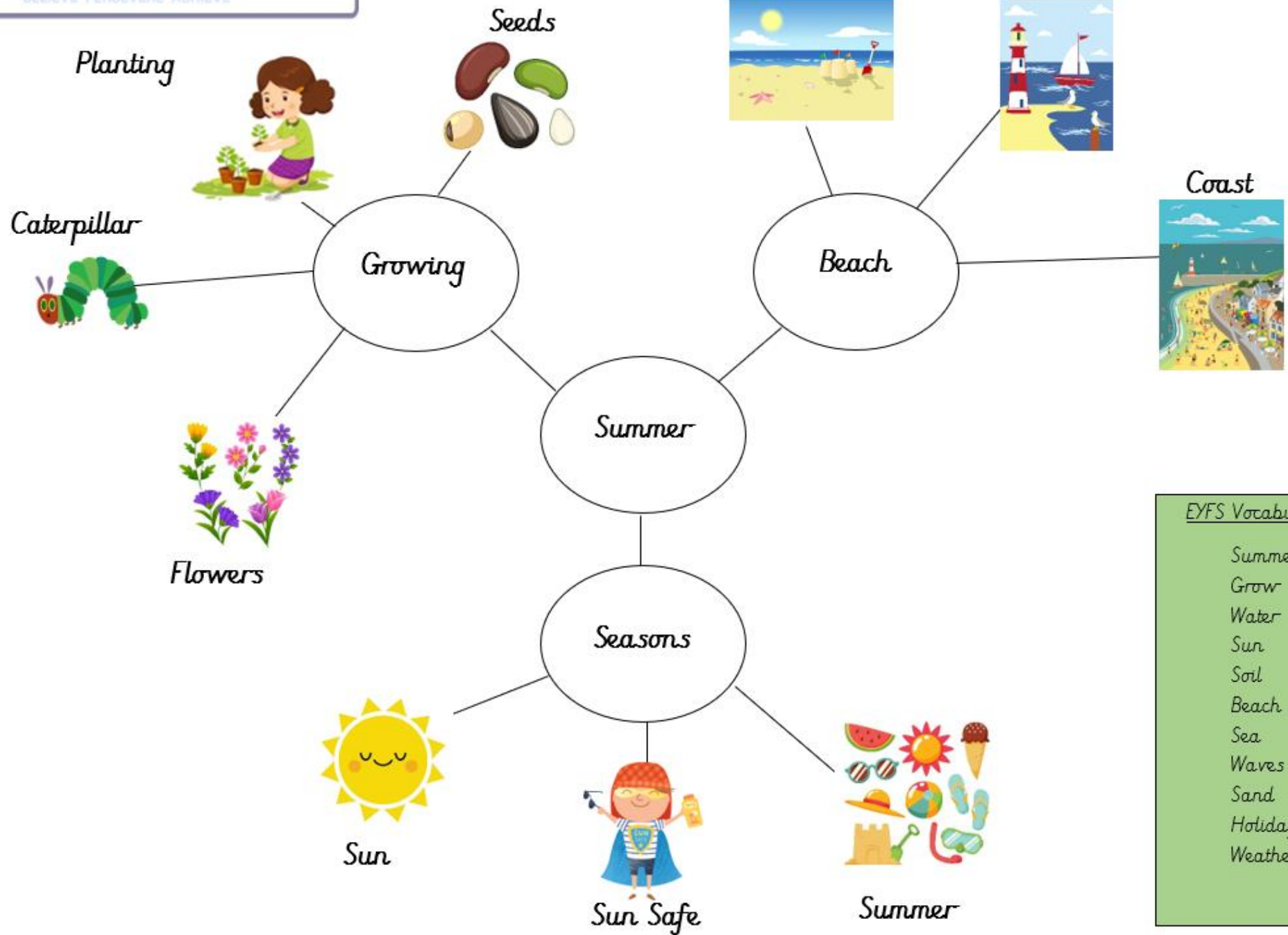
- *The Train Ride*
- *Jack and The Beanstalk*
- *The Little Sunflower*
- *The Little Raindrop*
- *The Enormous Turnip*
- *Rosie's Hat*
- *The Seashore*
- *The Hungry Caterpillar*

Trips/ Visitors/ Parental Links

- FS1 Stay and Play
- ZooLab UK
- Teddy's Bear Picnic
- Library Visitor
- Sports Day
- Police

Additional Coverage

- *Time to Try*
- *Seasonal Change (Spring to Summer)*
- *Caterpillars*
- *Sports Day*
- *Transition*



EYFS Vocabulary

Summer
Grow
Water
Sun
Soil
Beach
Sea
Waves
Sand
Holiday
Weather

PSED

As we meet new friends in FS1 and begin to think about our transition into FS2 we will be working and playing cooperatively with each other. We will continue to nurture and build relationships with our friends and the grown-ups in Foundation Stage.

Communication and Language

We will be continuing to develop our spoken language by articulating words and speaking clearly. We will be using sentence stems and adult modelling to help us to speak in four, five and six word sentences. We will be using our skills developed in Literacy to retell familiar stories, tradition tales and nursery rhymes.

Physical Development

On a Tuesday and a Thursday we will be enjoying our fine motor 'Dough Disco' to help develop the dexterity of our fingers and support the basis of a pencil grip. When working in our outdoor area we will also be developing our gross motor skills by throwing and catching, running and galloping.



Buckingham Primary Academy

BELIEVE PERSEVERE ACHIEVE



Literacy

During our Phonics sessions we will be listening for and identifying the initial sounds in some words for example "d" is for "daddy. When accessing the continuous provision the grown-ups will be encouraging us to give meaning to our marks and to begin to write our own names.

Maths

As mathematicians we will be developing our understanding of numbers to five. We will also be exploring size, capacity, shape and measure. Some elements of our maths learning will be enhanced as we explore growing (including plants and humans).

Understanding the World

We will be exploring the natural world around us as we investigate and identify signs of seasonal change and summer. During the summer months we will talk about ways to stay safe in the sunshine and the clothes we need to wear. We will share our own experiences of holidays and trips to the seaside.

How Do We Know It Is Summertime?

JASPER'S BEANSTALK



Nick Butterworth and Mick Inkpen

EAD

During the Summer term we will explore colours, colour mixing and tone. Using different colours we will experiment to create our own artwork, designs and creations inspired by growing and seasonal change.



Communication and Language Skills FS1

Speaking

- Articulate and speak clearly
- Speak in 4-6 word sentences
- Explain feelings in simple terms e.g. *I am feeling sad because...*
- Express own wants and needs, such as asking for a particular resource
- Use simple conjunctions to connect ideas such as *and* and *because*
- Use some positional language
- Retell a story/ event (not always in the correct order)
- Join in with repeated refrains in stories/ rhymes
- Describe
- Recount and retell

Listening Skills

- Respond to questions and instructions directed to them
- Follow 2 part instructions
- Take part in short exchanges with others - listening and responding to adults and peers
- Take turns in conversations
- Songs, rhymes and stories
- Join in with repeated refrains in rhymes and stories
- Retell/ recite some familiar songs, rhymes and stories

SALT/ Social Skills

CLPE Power of Reading

AFL Strategies



PSED Skills FS1

Developing Sense of Self

- Name and talk about own feelings, sometimes uses props as a support e.g. Colour Monster Book / Jigsaw
- Manage own basic needs and hygiene e.g. toileting, hand washing, eating, drinking)
- Talk about likes and dislikes.

Follow Rules

- Beginning to understand right from wrong
- Beginning to follow classroom rules independently e.g. tidying up
- Follow simple 2-part instructions e.g. *put on your coat and line up*

Building Relationships

- Work and play co-operatively with others e.g. participating and engaging in simple role play scenarios in the home corner
- Show empathy to the feelings of others e.g. comforting another child when they are hurt or upset
- Form good bonds with adults and peers
- Take turns with others, sometimes with support

Colour Monsters

Jigsaw



Physical Development Skills FS1

Movement Gross Motor

- Uses two hands to pick up heavy objects, and with support seek assistance to move heavier objects
- Balance on one foot for a short time
- Be able to climb up/ walk across/ jump off climbing equipment with support
- Be able to throw and catch a large ball
- Run in a straight line
- Gallop (pre-skipping)
- Sit on a balance bike and move along
- Large up and down/ circular movements

Gross Motor

Trim Trail

Finger Gym

Dough Disco

Fine Motor

- Making snips in paper with scissors
- Digging, scooping and pouring
- Able to use a spoon to feed self/ cups to drink
- Paint brushes - large movements - circular, up and down
- Use tweezers to pick up/ move objects including pompoms and pasta
- Thread beads/ large objects on to string

Pencil Control

- Use mark making equipment with increasing accuracy e.g. drawing shapes/ simple pictures
- Basis of pencil grip
- Preference of dominant hand



Literacy Skills FS1

Letter Knowledge

- Can copy/ write own name
- Hears the initial sounds and begins to use letters to identify meaning e.g. 'd' is for 'daddy'
- Writes/ mark makes for a range of purpose e.g. shopping list, letters, pictures

Language Acquisition

- Hears and uses new vocabulary from a range of stories, rhymes, poems and non-fiction books

Sound Discrimination

- Hears initial sounds
- Orally blend and segment simple CVC words
- Identifies sounds in words

Retelling and Recalling

- Sequences stories/ events (not always in order)
- Identifies characters/ setting/ events in a story
- Knows that print carries meaning and is read, in English, from left to right

Fine Motor

- Handles tools with increasing control e.g. paint brushes, glue spreaders, playdough utensils
 - Shows a dominant hand
- Uses the basis of a 3-finger pencil grip

Prediction

- Joins in with familiar rhymes and stories
- Begins to predict what might happen in a story

CLPE

Systematic Synthetic Phonics

Decodable Reading Books

Nursery Rhymes/ Traditional Tales



Maths Skills FS1

Compare Quantities

- Sorts objects by a variety of criteria
- Describes similarities and differences
- Compares quantities by 'more than', 'less than' and 'the same'

Shape and Space (Spatial Reasoning)

- Talk about and explore 2D and 3D shapes, using informal and mathematical language
- Select shapes appropriately e.g. triangular prism for a roof
- Understand and use positional language
- Make comparisons between objects relating to size, length, weight and capacity

Numbers to 5

- Subitise small amounts of up to 3 objects
- Link numeral and quantity up to 3
- Count reliably to 5 and beginning to count beyond 5
- Say one number name for each item order 1, 2, 3, 4, 5
- Know the last number reached when counting a set of objects tells you how many there are 'cardinal principle'
- Show 'finger numbers' up to 3
- Solve real world mathematical problems up to 3
- Experiments with own symbols and marks as well as numerals

White Rose Maths
strategies

Nursery Rhymes

Maths in the environment

Number Rhymes

- Explores simple composition of number through rhymes e.g. 5 Little Speckled Frogs (2 frogs on a log and 3 in a pool)
- Knows and sings a selection of number rhymes

Number Patterns

- Extend and create simple repeating patterns
- Talks about and identifies patterns around them e.g. stripes on clothes, designs on wall paper/ carpet
- Spotting and exploring errors in repeating patterns
- Begin to describe a sequence of events (real or fictional) using words such as first, then and next...

Verbally rote count to 10



Understanding the World Skills FS1

Past and Present - History

- Able to say who they are and who they live with
- Can talk about any pets they may have
- Can talk about some family members
- Sequence family members by size and name
- Comments of fictional characters in a story
- Shares similarities and differences between characters, figures or objects
- Comments on pictures of experiences in their own life
"This was me at the farm..."

Culture and Community - RE and Geography

- Shows an interest in different occupations
- Comments on recent pictures of celebrations in their own life "This is me celebrating Diwali..."
- Knows there are special places of worship
- Knows there are differences between what people believe
- Develop positive attitudes about differences between people
- Know there are some other countries and cities

The Natural World - Science and Geography

- Respect and care for environment - classroom/ outdoors
- Talk about what they see in their own environment (home and school)
- Talk about and describe different types of houses, including where they live
- Hands on exploration using senses
- Explore collections of materials and identify similar and different properties
- Explore the world around them and explore how things work
- Explores and talks about forces (push and pull)
- Changing seasons - understands the weather changes
- Identify suitable clothing for different weather
- Understand the difference between plants and animals
- Plant seeds and care for growing plants (with support)
- Know the life cycle of a butterfly

Time to Try

ZooLab

Festivals and Celebrations



Expressive Art and Design FS1

Explore

- Colour - recognise colours and choose colours for a purpose
- Begin to use primary colours to mix secondary colours
- Can use thick paint brushes
- Print with blocks, sponges and fruit
- Draws potato people (no neck or body)
- Draws things that they can observe
- Draws simple things from memory e.g. cat
- Use glue sticks independently and use glue spatulas with support
- Adds other materials to develop models (tissue paper, glitter etc.)
- Adds additional textures e.g. describes as bumpy or smooth
- Beginning to weave
- Builds walls to create enclosed spaces, beginning to add towers, roofs etc.
- Manipulates playdough in different ways (e.g. rolls, cuts, squashes, pinches, twists)

Music

- Responds to music - verbally and using movements
- Talks about how music makes them feel
- Copies basic actions and begins to learn short dance routines
- Watches dances and performances
- Sings a selection of rhymes/ songs from memory
- Sings in a group and tries to keep in time
- Able to name a wide variety of instruments (drum, tambourine, maraca, triangle)
- Plays a given instrument to a simple beat

Imaginative Play

- Develop storylines
- Plays with familiar resources
- Uses own experiences to develop storylines e.g. going on a bus/car ride
- Participates in small world role play related to rhymes and stories
- Create and use small world set ups
- Creates their own piece of art and gives meaning
- Working independently to develop basic skills
- Begins to work with a friend, copying ideas and developing skills together