

Hanslope Primary School - Foundation Stage Long Term Planning 2025-2026

Area of Learning	Autumn 1 I Wonder What Makes Us Special?	Autumn 2 I Wonder Who is Awake When I am Asleep?	Spring 1 I Wonder how that Moves?	Spring 2 I Wonder Where They Call Home?	Summer 1 I wonder if it ever really happened?	Summer 2 I wonder how many legs they have?
Book Focus	Colour Monster, Once There Were Giants, I'm Special I'm Me, We're going on a bear hunt. The Enormous Turnip, Funny Bones, Supertato, Scarecrows.	Owl Babies, The Gruffalo, Peace at Last, This is the Bear and the Scary Night, Rama and Sita , Stick Man, Christmas Story. Laura's Start	The Train Ride Mrs. Armitages Bike Mr Gumpy's Outing, Aliens Love underpants Jolly Postman Whatever next, Tim Peake Astronauts.	Poles Apart, Watching Kangaroos in Australia, Monkey Puzzle, dear Zoo, Rumble in the jungle. Class two at the Zoo.	The Three Little Pigs, The Little Red Hen, The Gingerbread Man, The Three Billy Goats Gruff. Dinosaur week	The Very Hungry Caterpillar Snail Trail. Superworm, Teeny Tadpole. The Bad Tempered ladybird. Pirate Week
Enrichment Activities	Outdoor learning Harvest Dentist visit Little City visit to school	Outdoor learning Children in Need Nativity Performance Christmas Jumper Day Autumn Walk	Outdoor learning Visit by the Police Cycle Saviours visit Winter Walk Canal Trip - Stoke Bruene	Outdoor learning Spring Walk Trip to Hill Farm	Outdoor learning	Summer walk Visit to 'Beach' Outdoor learning Transition visits
<u>Communication and Language</u> ELG - Listening, Attention & 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. ELG - 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.	Listening, attention and Understanding. • To understand how to listen carefully. • To understand why listening is important • To be able to follow directions. • To learn new vocabulary. • To learn rhymes and songs Speaking • To talk in front of a small group • To talk to the class teachers and TA's • To learn new vocabulary	• To use new vocabulary through the day • To engage in story times, joining in with repeated phrases and actions • To begin to understand how and why questions • To respond to questions with more than one step • To use new vocabulary throughout the day • To develop social phrases • To engage in stories • Connect one idea or action to another using a range of connectives.	• To ask questions to find out more • Learn rhymes, songs and listen to poems • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • To talk in sentences using conjunctions eg and, because • To describe events in detail	• Listen to and talk about selected non-fiction to develop a deep familiarity with new • Engage in non-fiction books • Listen to and talk about stories to build familiarity and understanding. • Use new vocabulary in different contexts • To express the ideas and feelings	• To understand questions such as – who, why, what, where, when and how • To listen attentively and to respond to what they have heard • To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To retell stories using some of the exact repetition and vocabulary	ELG - Listening, Attention & 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. ELG - 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.
	• Learn new vocabulary • Use new vocabulary through the day • Engage in story times.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Develop social phrases			Use new vocabulary in different contexts	

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<u>Personal, Social and Emotional Development</u> 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.	Self-regulation • To recognise different emotions • To understand how people show different emotions • To focus during short whole class activities Managing self • To wash hands independently • To know when they need to go to the toilet and use the toilet independently • To change into P.E kit independently (taking off t-shirt and joggers and putting on t-shirt and shorts) • To put coat on independently • To explore the different areas within the environment. Building relationships • To seek support of adults when needed • To gain confidence to talk to adults and peers	• To talk about how they are feeling • To begin to consider the feelings of others • To adapt behaviour to a range of situations • To understand why we have class rules and to follow them. • To put on socks and shoes independently • To have confidence to try new activities • To play with children who are playing with the same activity • To begin to develop new friendships	• To focus during longer whole class sessions • To follow two step instructions • To set their own goals and work towards them • To begin to show resilience and perseverance in the face of a challenge • To practise doing up a zipper • To practise doing up buttons	• To identify and moderate their own feeling socially and emotionally • To consider the feelings and needs of others. • To listen to the ideas of other children and agree on a solution and compromise • To work as a group	• To show resilience and perseverance in the face of a challenge • To maintain focus during an extending class focus • To identify and name healthy foods • To know what keeps us healthy mind, cleanliness, food, drink, exercise. • To begin to have relationships with other adults and peers around the school • To have strong friendships	ELG • 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 an activity and show an ability to follow instructions involving several ideas or actions. • 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. • 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.
<u>Physical Development</u> Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others.	Gross Motor • To line up • To move safely in a space • To stop safely • To outdoor climbing equipment safely	• To develop actions ; Run, jump, skip		• Develop shapes using the body on the floor and on the apparatus. • Travel on the floor and on the apparatus.	• Further develop and refine ball skills including catching, throwing, kicking, passing, batting and aiming.	Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing.

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• 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.	• Introduce wake up shake up Fine Motor • To use a dominant hand • To mark make using different shapes • To begin to use a tripod grip when using mark making tools - introduce 'froggy fingers' • To begin to copy letters • Introduce family letter shapes - curly caterpillar, one-armed robot, Long-legged giraffe, zig-zag monster • To begin to hold a knife and fork correctly • To hold scissors correctly and make small snips in paper Penpals - book 1 PE Hub - Body Management 1	• To begin to use anticlockwise movement and retrace vertical lines • To use a tripod grip when using mark making tools • To accurately draw lines, circles and shapes to draw pictures. • To write taught letters using correct formation • To hold scissors correctly and cut along a straight line. Penpals PE Hub - Body Management 2 Dance	• To use anticlockwise movement and retrace vertical lines when mark making. • To use a tripod grip independently when using mark making tools • To write taught letters using correct formation • To use cutlery correctly when cutting up food. Penpals PE Hub - Solve Problems 1 Gymnastics 1	• To hold scissors correctly and cut along a curved line • To form all letters correctly and to start to control the size of the letters • To use paintbrushes with control using a tripod grip. Penpals PE Hub - Solve Problems 2 Gymanastics 2	• To hold scissors correctly and cut out different shapes. • To form all letters correctly and control the size of the letters, using ascenders and descenders. PE Hub - Coordination 1 Speed and Agility 1	• 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. PE Hub - Coordination 2 Speed and agility 2
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
	Literacy ELG -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. ELG - Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge.	Comprehension • To use pictures to tell stories • To sequence familiar stories • To independently look at a book, holding them the correct way and turning pages Word Reading • To begin to blend the sounds together using the taught sounds Twinkl Phonics	• To engage in story times, joining in with repeated phrases • To begin to answer questions about the stories read to them • To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes • To blend sounds to read words using sounds taught • To begin to read captions and sentences using sounds taught • To read books matching their phonics ability	• To act out stories • To begin to predict what might happen in the story • To suggest how a story might end • To recognise taught digraphs in words and blend the sounds together • To read common exception words taught in text. • To read books matching their phonics ability • To start to read capital letters and know their name and sound.	• To follow a story without pictures or props • To talk about the characters in the books they are reading • To read words using level 2 and level 3 sounds taught. • To know the name and sounds of all letters and read capital letters	• To retell stories using a story map and phrases from the story. • To know that you can retrieve information from books • To begin to answer questions about what they have read • To use vocabulary that is influenced by their experience of books. • To read longer words. • To read words with consonant blends and adjacent consonants.

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including some common exception words. ELG - 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.	Level 2 Writing • To copy their name • To give meaning to marks they make • To copy taught letters • To write initial sounds • To begin to write CVC words using taught sounds	Twinkl Phonics Level 2 • To write their name • To use the correct letter formation of taught letters • To write words and labels using taught letters • To begin to write captions using taught sounds.	Twinkl Phonics Level 3 • To form lower case letters correctly • With support, to begin to write phrases with finger spaces. • To understand that sentences begin with a capital letter and end in a full stop. • To spell words using taught sounds • To spell some tricky words correctly		Twinkl Phonics Review level 3 • To form lower case letters correctly and begin to form upper case letters • To write simple sentences with finger spaces. • To begin to use a full stop • To start to rehearse the sentence before writing.	• Read words consistent with their phonic knowledge, including some common exception words. Twinkl phonics Level 4 ELG - 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.
Mathematics - ELG -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. ELG - Numerical Pattern • 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.	Getting To Know Me Baseline Just Like Me Match and Sort Compare Amounts Compare size, mass and capacity Exploring pattern Number pattern To match object that are the same • To sort objects and explain how you have sorted them • To compare amounts • To compare length and height • To follow repeating patterns	Its' Me 1,2,3! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles Positional Language Light and Dark Representing Numbers to 5 One More and One Less Shapes with 4 sides Number • Subitise - talk about what you can see and how you can see it. • To represent 1,2 and 3 • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. Number pattern • To compare 1 more and 1 less • To identify and recognise shape • To use prepositions	Alive in 5! Introducing Zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass Compare Capacity Growing 6,7,8 6,7,8 Making Pairs Combining 2 groups Length & Height Time Number • To represent 4 and 5 • To sort 4 and 5 • To look at the composition of 4 and 5 • To explore the composition of 6,7 and 8 • Automatically recall number bonds for numbers 0-10. •	Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D Shape Number pattern • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	To 20 and Beyond Building numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning - Match, Rotate, Manipulate First Then Now Adding More Taking Away Spatial Reasoning - Compose and Decompose	Find My Pattern Doubling Sharing and Grouping Even and Odd Spatial Reasoning - Visualise and Building Consolidation ELG _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. ELG - Numerical Pattern • 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'.

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						• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	• Continue, copy and create repeating patterns. • Compare length, weight and capacity.					
<u>Understanding the World</u> 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 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.	Past and Present • To know about my own life story • To know how I have changed People, Cultures and Communities • To know about family structures and talk about who is part of their family • To identify similarities and differences between themselves and their peers. • To know the name of the village where we live and come to school. The Natural World • To ask questions about the natural environment • To care and show respect for the natural environment • To know about and recognise the signs of Autumn	• To compare and contrast characters from stories, including figures from the past (Diwali, Christmas, Bonfire Night) • To talk about the lives of the people around them and their role in society.(Diwali, Christmas) • To talk about the Christmas Story and how it is celebrated. • Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas) • To know about and recognise the signs of Winter. • Animals who hibernate	• Know some similarities and differences between things in the past and now (Chinese New Year) • Know similarities and differences between different religious and cultural communities (Chinese New Year) . • To understand some important processes and changes in the natural world around them - freezing water.	• 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 (globe) - Arctic, Antarctic, Australia. • Explore the natural world around them, making observations and drawing pictures of animals - from a cold place and a hot place. • Recognise some environments that are different to the one in which they live - Antarctica, Arctic, Australia. • To know about and recognise the signs of Spring.	• Talk about the lives of the people around them their roles in society - (farmers) • To identify and talk about how farm machinery has changed. • To identify how kitchens have changed • Understand the past through settings, characters and events in books read in class - traditional stories • To understand the role of the farmer. (Hill Farm Visit) • Understand some important processes and changes in the natural world - life cycle of the frog • Plant beans and look at how a bean starts to grow.	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 other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World • Understand some important processes and changes in the natural world- life cycle of the butterfly. • Look at the habitats of minibeasts. Where they live. Look

• 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. • Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.						at differences and similarities of minibeasts - worm, snail, butterfly, spider.
	• Understand the effect of changing seasons on the natural world around them • Describe what they see, hear, and feel whilst outside. • Explore the natural world around them. • To know that people in other countries speak a different language - during register say good morning/ hello in different languages.					
Expressive Arts and Design ELG -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 • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range or well-known nursery rhymes and song. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Creating with Materials • To name colours • To create simple representations of people and objects • To explore different techniques for joining materials. (glue stick) • To role play using given props. • To use different construction materials • Look at the artist Andy Goldsworthy - create art using stones, sticks and leaves. Being Imaginative. • To sing and perform nursery rhymes • Explore using voices and bodies to make sounds • Explore different instruments and their sounds	• To draw with pencils and colour in. • To explore different techniques for joining materials (glue stick and cellotape / masking tape) • To use colour for a particular purpose • To know how to work safely • To know how to paint using a brush and washing a paintbrush. • Explore using clay to create a shape • To explore mark making material - chalk	• To experiment with colour mixing • To explore different techniques for joining (glue stick, cellotape /masking tape and runny glue) • To move in time to music (wake up shake up)	• To experiment with colour mixing independently . • To choose appropriate glue for joining materials • To experiment with different mark making tools. - Focus on Aboriginal dot art using cotton buds. • To explore using wax crayons and paint in colour wax resist art. • To look at the artist Pierre Maxo. • To draw more detailed pictures of animals and plants looking at shape and lines and colour needed.	• To think about the colours needed when painting and create from colour mixing • To choose the appropriate size paint brush when painting. • To explore different techniques for joining (glue stick, runny, glue, masking tape, celotape, string) • Explore different materials to create a collage picture • To manipulate materials • To talk about their creations	• To create observational drawings • To use taught skills through the year in their own art work. • To talk about their creations, talk about the process and evaluate their own work. • To create a collage in the style of Henri Matisse
	Music - Kapow - Exploring sound	Music - Kapow - Celebration Music	Music - Kapow - Transport	Music - Kapow - Music and Movement	Music -Kapow - Musical stories	Music - Kapow - Big band
	• Explore, use, and refine a variety of artistic effects to express their ideas and feelings • Explore and engage in music making and dance, performing solo or in groups. • To make use of props and materials when role playing characters in their own play and from stories.					

