

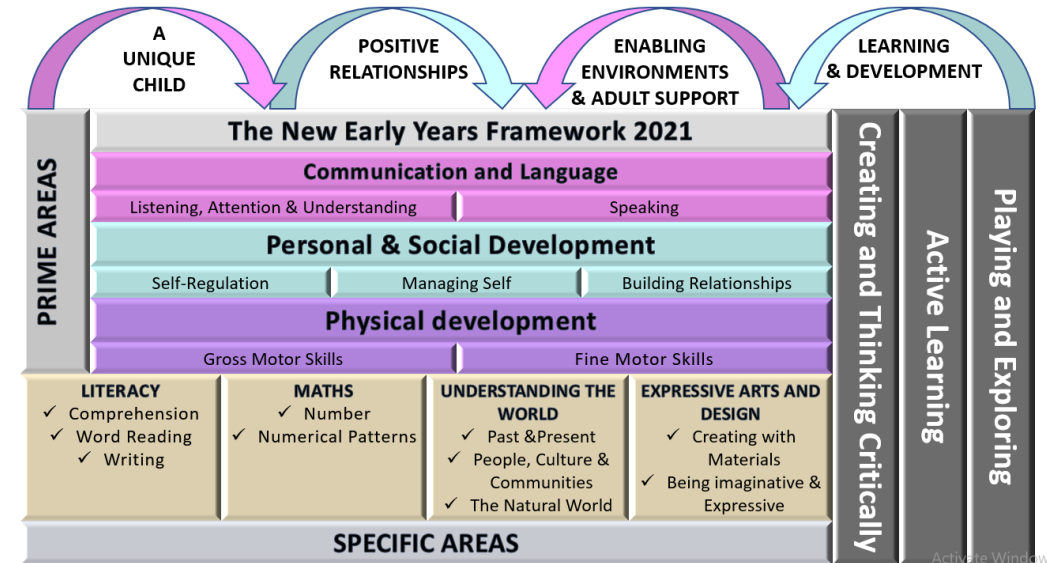
# Foundation Stage Long Term Plan

## Expression of the vision linked to the curriculum statement

Studley Infants' strives to provide an inspiring and engaging curriculum with memorable experiences where children are encouraged to be playing in their learning.

The curriculum is planned to support progression, provide challenge and allow every child to celebrate success. We foster enquiring minds and encourage children to be creative, unique, open-minded individuals who are respectful of themselves and everyone in their community.

Through exploring, investigating and risk taking, the children learn to become successful, independent learners who develop a love of learning and are confident to suppose, imagine and succeed.



*Suppose, Imagine, Succeed*

**STUDLEY**  
**Infants' School**

# Foundation Stage Long Term Plan

|                                       | Autumn 1                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                        | Spring 2                                                                                                                                                                                  | Summer 1                                                                                                    | Summer 2                                                                                                                                                                                                                 |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Themes/<br/>Enrichment</b> | <ul style="list-style-type: none"> <li>* Starting school / my new class / New Beginnings                             <ul style="list-style-type: none"> <li>• My family</li> <li>• Autumn</li> </ul> </li> <li>• Harvest - Making Bread</li> </ul> | <ul style="list-style-type: none"> <li>• Bonfire night celebrations</li> <li>• Remembrance Day</li> <li>• Nursery Rhyme Week</li> <li>• Christmas - The Nativity                             <ul style="list-style-type: none"> <li>• Visit from Santa</li> <li>• Walk to the Post Box</li> </ul> </li> <li>• Christmas Lunch/Party                             <ul style="list-style-type: none"> <li>• Diwali</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Valentines Day</li> <li>• National Storytelling week</li> </ul>            | <ul style="list-style-type: none"> <li>• Shrove Tuesday - Pancakes</li> <li>• Mother's Day</li> <li>• Easter - The Easter story/Easter Bonnet Parade</li> <li>• World Book Day</li> </ul> | <ul style="list-style-type: none"> <li>* Queen's Jubilee</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Father's Day</li> <li>• Sports Day</li> <li>• Transition</li> </ul>                                                                                                             |
| <b>Half Termly Books</b>              | <p>Owl Babies</p> <p>Little Red Hen</p>                                                                                                                                                                                                            | <p>We Are Going On a Bear Hunt</p> <p>Each Peach Pear Plum</p>                                                                                                                                                                                                                                                                                                                                                                         | <p>The Gruffalo</p> <p>Day Monkey</p> <p>Night Monkey</p>                                                                                       | <p>Handa's Surprise</p> <p>Supertato</p>                                                                                                                                                  | <p>Whatever Next!</p> <p>Shh!</p>                                                                           | <p>Somebody Swallowed Stanley</p> <p>Dear Zoo</p>                                                                                                                                                                        |
| <b>High quality Texts</b>             | <p>Shine So much</p> <p>Doctor Dog</p> <p>I'm afraid your teddy has been in trouble today</p> <p>Hairy McLary Rumpus at the Vets</p> <p>Rosie's Walk</p>                                                                                           | <p>Funnybones</p> <p>Stick Man:</p> <p>The Christmas Story</p> <p>One Snowy Night</p> <p>The Billy Goats Gruff</p> <p>Goldilocks and the Three Bears</p> <p>Cinderella</p>                                                                                                                                                                                                                                                             | <p>The Bear and the Starry Night</p> <p>Room on the Broom</p> <p>How to catch a star</p> <p>What the Ladybird Heard</p> <p>Chinese New Year</p> | <p>Non-fiction books on chicks</p> <p>Handa's Hen</p> <p>Jack and the Beanstalk</p> <p>Hungry Caterpillar</p> <p>Easter Story</p> <p>Oi Frog</p> <p>The Tadpoles Promise</p>              | <p>Bob on the Moon</p> <p>Qpootle 5</p> <p>Long Way Home</p> <p>Princess and the Pea</p> <p>Dragon Post</p> | <p>Alba the 100 year old fish</p> <p>Blue Planet David</p> <p>Attenborough Little People</p> <p>Big Dreams</p> <p>Sharing a Shell</p> <p>A home for a Pirate</p> <p>Pirates/Seaside</p> <p>The Tiger who came to Tea</p> |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------------------|-----------------------------------------------|
| General Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Owl Babies<br><br>Little Red Hen | Going on a Bear<br>Hunt<br><br>Each Peach, Pear<br>Plum | The Gruffalo<br><br>Day Monkey Night<br>Monkey | Handa's Surprise<br><br>Supertato       | Whatever Next!<br><br>Shh!             | Somebody<br>Swallowed Stanley<br><br>Dear Zoo |
| <p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> |                                  |                                                         |                                                |                                         |                                        |                                               |
| <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>                                      |                                  |                                                         |                                                |                                         |                                        |                                               |

# Foundation Stage Long Term Plan

|                             | Autumn 1                                                                                                                                                                                    | Autumn 2                                                                                                                                     | Spring 1                                                                                                                                                                                                             | Spring 2                                                                                                                                                  | Summer 1                                                                                                                                                | Summer 2                                                                                                                                                              |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class Book                  | Owl Babies<br>Little Red Hen                                                                                                                                                                | Going on a bear hunt<br>Each Peach, Pear Plum                                                                                                | The Gruffalo<br>Day Monkey, Night Monkey                                                                                                                                                                             | Handa's surprise<br>Supertato                                                                                                                             | Whatever Next!<br>Shh!                                                                                                                                  | Somebody Swallowed<br>Stanley<br>Dear Zoo                                                                                                                             |
| Our Studley Infants' Values | <b>Values:</b><br><b>Thankfulness and Friendship</b><br><br><b><u>Books:</u></b><br><br>Simon Sock<br>Lost and Found<br>The Squirrels who squabbled<br>Meesha Makes friends<br>Ruby's Worry | <b>Values: Respect and Fairness</b><br><br><b><u>Books</u></b><br><br>Bog Baby<br>Little Rabbit Foo Foo<br>The Great Kapok Tree<br>Tusk Tusk | <b>Values: Perseverance and Courage</b><br><br><b><u>Books:</u></b><br><br>Peace at last After Storm<br>Kevin the Cat with the Magic Hat<br>Up and Down<br>The Way Back Home<br>Billy's Bravery<br>Tilda Tries again | <b>Values: Truthfulness and forgiveness</b><br><br><b><u>Books</u></b><br><br>Do unto otters<br>Peace at Last<br>The day the crayons quit.<br>Ravi's Roar | <b>Values: Compassion and Helpfulness</b><br><br><b><u>Books:</u></b><br><br>One world<br>Bog baby<br>The great kapok Tree<br>Kindness is my superpower | <b>Values: Trust and Generosity</b><br><br><b><u>Books:</u></b><br><br>Dogger, Room on the broom The Giving Tree<br>Lost and Found<br>Gruffalo<br>How to Catch a Star |

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|                          | Autumn 1                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                                       |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Themes           | New Beginnings                                                                                                                                                                                                                                                                       | Rhythm and Rhyme                                                                                                                                                                                                               | Key Author                                                                                                                                                                                                                                         | Imagination and Adventure                                                                                                                                                                                                    | Growing and Healthy Living                                                                                                                                                                                                                                             | Wonderful World                                                                                                                                                                                                                                                                                                |
| British Values           | <b>Rule of law</b><br>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules | <b>Mutual respect</b><br>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. | <b>Mutual Tolerance</b><br>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations | <b>Individual liberty</b><br>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. | <b>Democracy</b><br>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. | <b>Recap all British Values</b><br>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| Assessment opportunities | In-house - Baseline data on entry<br>National Baseline data by end of term<br>Phonics assessments<br>Key word assessments<br>EYFS team meetings                                                                                                                                      | On going assessments<br>Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>In house moderation<br>End of term Assessments<br>Phonics assessments<br>Key word assessments                                 | GLD Projections for EOY<br>Cluster moderation<br>EYFS team meetings<br>Phase meeting and internal moderations                                                                                                                                      | Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>End of term Assessments<br>Phonics assessments<br>Key word assessments                                                                              | Cluster moderation<br>EYFS team meetings                                                                                                                                                                                                                               | Pupil progress meetings<br>Reports<br>Phonics assessments<br>Key word assessments<br>EYFS team meetings<br>EOY data                                                                                                                                                                                            |
| Parental Involvement     | Settling in meeting<br>Seesaw involvement<br>Supersonic Phonic<br>Friends Meeting<br>Parent Consultations<br>Class Book celebration                                                                                                                                                  | Seesaw involvement<br>Nativity Performance<br>Class Book celebrations                                                                                                                                                          | Seesaw involvement<br>Class Book celebration                                                                                                                                                                                                       | Seesaw involvement<br>Mother's Day Celebration<br>Easter Bonnet parade<br>Class Book celebration                                                                                                                             | Seesaw involvement<br>Class book celebration                                                                                                                                                                                                                           | Seesaw involvement<br>Father's Day celebration<br>Sport's Day<br>Class book celebration<br>End of year family Picnic                                                                                                                                                                                           |



# Diversity Texts to be read throughout the year during story time sessions

| BAME main characters                                                                                                                                                                                                     | Cultural diversity                                                                                                        | Neurodiversity                                                                                                                                                                                    | physical disabilities                                                                                                                    | Different families                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| So much<br>Shine<br>Astro Girl<br>Lulu's first day<br>Baby goes to market<br>Mommy saying<br>Full, full full of love<br>15 things not to do with a puppy<br>Jabari jumps<br>Izzy gizmo<br>Little people big dreams books | The big book of families<br>Maisie's scrapbook<br>Hats of faith<br>The jasmine sneeze<br>Golden domes and silver lanterns | We're all wonders<br>Perfectly norman<br>Incredible you<br>I see things differently<br>Mr Gorski I think I have the wiggle fidgets<br>Because<br>What makes me a me?<br>The unbudgable curmudgeon | Its ok to be different<br>When Charlie met emma<br>Only one you<br>Don't call me special<br>Happy to be me<br>Millie gets her super ears | My pirate mums<br>Mt two grandads<br>The girl with two dads<br>We are family<br>More people to love me<br>Our class is a family<br>Love makes a family<br>Heather has two mummies |

# Our Curriculum Goals

|                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                 |
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| <p>To become a<br/><b>Confident Communicator</b></p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p> | <p>To become an<br/><b>Independent Individual</b></p> <p>who can follow the Classroom Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>                     | <p>To become a<br/><b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>                       | <p>To become an<br/><b>Amazing Athlete</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>       |
| <p>To become a<br/><b>Talented Tool User</b></p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>               | <p>To become a<br/><b>Brilliant Bookworm</b></p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p> | <p>To become a<br/><b>Wow Writer</b></p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and some digraphs they have learnt) that can be read by others</p>           | <p>To become a<br/><b>Master of Maths</b></p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p> |
| <p>To become an<br/><b>Exceptional Explorer</b></p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>                      | <p>To become a<br/><b>Compassionate Citizen</b></p> <p>who can help to look after their community and care for the environment, know some reasons why Studley is special, have an awareness of other people's cultures and beliefs</p>                      | <p>To become a<br/><b>Proud Performer</b></p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p> | <p>To become a<br/><b>Dynamic Designer</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>                   |

Adapted from an idea by Heather Elizabeth and Jo Bailey



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|                                                                                                                                                                                                                                                                                                                                                                                                     | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                      | Summer 2                                                                                                                                                                                                                                             |
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| General Themes                                                                                                                                                                                                                                                                                                                                                                                      | New Beginnings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rhythm and Rhyme                                                                                                                                                                                                                                                                    | Key Author                                                                                                                                                  | Growing and Healthy Living                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Imagination and Adventure                                                                                                                     | Wonderful World                                                                                                                                                                                                                                      |
| Communication and Language<br>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.                                                                                                                                                                                                                                  | <b>ELG: Listening, Attention and Understanding</b><br><br>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<br><br>Make comments about what they have heard and ask questions to clarify their understanding<br><br>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers                                                                 |                                                                                                                                                                                                                                                                                     |                                                                                                                                                             | <b>ELG: Speaking</b><br><br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br><br>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. |                                                                                                                                               |                                                                                                                                                                                                                                                      |
| Whole EYFS Focus - C&L is developed throughout the year through ... <ul style="list-style-type: none"><li>high quality interactions</li><li>continuous provision</li><li>daily routines</li><li>daily group discussions</li><li>snack time</li><li>PSHE Jigsaw</li><li>Stories</li><li>helicopter stories</li><li>poetry basket</li><li>singing</li><li>speech and language interventions</li></ul> | <b>Settling in/Nurture activities</b> <ul style="list-style-type: none"><li>Speaking and listening skills</li><li>Discussing class rules</li><li>Discussing daily routines</li><li>Introduce helicopter stories</li><li>Introduce classbook</li><li>Introduce poetry basket</li><li>Developing talk routines throughout the day - Good Morning, How are you, thank you very much, good sitting, good looking, good listening</li><li>Develop new vocabulary related to stories: goldilocks words.</li></ul> | <ul style="list-style-type: none"><li>Following instructions</li><li>Helicopter stories</li><li>Poetry basket</li><li>Reciting poems and rhymes</li><li>Re-telling stories</li><li>Sequencing Stories</li><li>Develop new vocabulary related to stories: goldilocks words</li></ul> | <ul style="list-style-type: none"><li>Re-telling stories using story language</li><li>Develop new vocabulary related to stories: goldilocks words</li></ul> | <ul style="list-style-type: none"><li>Create own story maps linked to half termly book</li><li>Listen to and talk about selected Non-fiction texts</li><li>Ask questions to find out more</li><li>Sustain focus when listening to a story</li><li>Develop new vocabulary related to stories: goldilocks words</li><li>Remember key points from a story</li><li>Sequence stories</li><li>Listen to and talk about stories to build familiarity and understanding.</li></ul>                                                                        | <ul style="list-style-type: none"><li>Develop new vocabulary related to stories: goldilocks words</li><li>Describe events in detail</li></ul> | <ul style="list-style-type: none"><li>Express ideas, thoughts and feelings using full sentences, tenses and making use of conjunctions</li><li>Develop new vocabulary related to stories: goldilocks words</li><li>Transition to new class</li></ul> |



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|                                                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                      | Summer 1                                                                                                                                                                                                                             | Summer 2                                                                                                               |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Jigsaw                                                   | Being Me in My Word                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Celebrating Difference                                                                                                                     | Dreams and Goals                                                                                                                                                                                                                                                                                                                                                                                        | Healthy Me                                                                                                                                    | Relationships                                                                                                                                                                                                                        | Changing me                                                                                                            |
| Personal, Social and Emotional Development               | <b>ELG- Self Regulation</b><br><br>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br><br>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br><br>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. |                                                                                                                                            | <b>ELG: Managing Self</b><br><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br><br>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br><br>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |                                                                                                                                               | <b>ELG: Building Relationships</b><br><br>Work and play cooperatively and take turns with others.<br><br>Form positive attachments to adults and friendships with peers;.<br><br>Show sensitivity to their own and to others' needs. |                                                                                                                        |
| Managing Self<br>Self regulation<br>Making relationships | 1. Who me?!<br>2. How am I feeling today?<br>3. Being at School<br>4. Gentle Hands<br>5. Our Rights<br>6. Our Responsibilities                                                                                                                                                                                                                                                                                                                                                               | 1. What am I good at?<br>2. I'm Special, I'm me!<br>3. Families<br>4. Houses and Homes<br>5. Making Friends<br>6. Standing up for yourself | 1. Challenge<br>2. Never giving up<br>3. Setting a goal<br>4. Obstacles and support<br>5. Flight to the future<br>6. Footprint Awards                                                                                                                                                                                                                                                                   | 1. Everybody's body<br>2. We like to move it, move it!<br>3. Food, glorious food<br>4. Sweet dreams<br>5. Keeping clean<br>6. Stranger danger | 1. Me and my family<br>2. Make friends, make friends, never ever break friends<br>3. Falling out and bullying<br>4. Being the best friend we can be                                                                                  | 1. My body<br>2. Respecting my body<br>3. Growing up<br>4. Fun and fears<br>5. Celebration<br><br>Transition to Year 1 |



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|                                                                                                                                                                                                                                                                                   | Autumn 1                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                              | Spring 1                                                                                                                                              | Spring 2                                                                                                                                                                                                                                       | Summer 1                                                                                                                                              | Summer 2                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Themes                                                                                                                                                                                                                                                                    | New Beginnings                                                                                                                                                                                                                                        | Rhythm and Rhyme                                                                                                                                      | Key Author                                                                                                                                            | Growing and Healthy Living                                                                                                                                                                                                                     | Imagination and Adventure                                                                                                                             | Wonderful World                                                                                                                                       |
| Physical development<br><br>PD is developed through ... <ul style="list-style-type: none"><li>• daily movers and groovers</li><li>• daily squiggle while you wiggle</li><li>• Continuous provision</li><li>• Weekly PE sessions</li><li>• Weekly Forest school sessions</li></ul> | ELG: Gross Motor Skills                                                                                                                                                                                                                               |                                                                                                                                                       |                                                                                                                                                       | ELG: Fine Motor Skills                                                                                                                                                                                                                         |                                                                                                                                                       |                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                   | Negotiate space and obstacles safely, with consideration for themselves and others.<br><br>Demonstrate strength, balance and coordination when playing.<br><br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |                                                                                                                                                       |                                                                                                                                                       | Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.<br><br>Use a range of small tools, including scissors, paint brushes and cutlery.<br><br>Begin to show accuracy and care when drawing |                                                                                                                                                       |                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• Movers and Groovers</li><li>• Squiggle whilst you wiggle</li><li>• Early Writing skills/Handwriting</li></ul>                                                                                                 | <ul style="list-style-type: none"><li>• Movers and Groovers</li><li>• Squiggle whilst you wiggle</li><li>• Early Writing skills/Handwriting</li></ul> | <ul style="list-style-type: none"><li>• Movers and Groovers</li><li>• Squiggle whilst you wiggle</li><li>• Early Writing skills/Handwriting</li></ul> | <ul style="list-style-type: none"><li>• Movers and Groovers</li><li>• Squiggle whilst you wiggle</li><li>• Early Writing skills/Handwriting</li></ul>                                                                                          | <ul style="list-style-type: none"><li>• Movers and Groovers</li><li>• Squiggle whilst you wiggle</li><li>• Early Writing skills/Handwriting</li></ul> | <ul style="list-style-type: none"><li>• Movers and Groovers</li><li>• Squiggle whilst you wiggle</li><li>• Early Writing skills/Handwriting</li></ul> |
|                                                                                                                                                                                                                                                                                   | <b>Onside PE</b><br><br>Basic movement (Moving in different ways)                                                                                                                                                                                     | <b>Onside PE</b><br><br>Basic Movement (Throwing and catching)                                                                                        | <b>Onside PE</b><br><br>Ball Skills (Rolling)                                                                                                         | <b>Onside PE</b><br><br>Ball skills (Kicking)                                                                                                                                                                                                  | <b>Onside PE</b><br><br>Team Games                                                                                                                    | <b>Onside PE</b><br><br>Racing games (Sports Day)                                                                                                     |

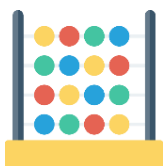
# Foundation Stage Long Term Plan

|                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                          | Spring 1                                                                                                                                                                                                                                                                                                              | Spring 2                                                                          | Summer 1                                                                                                                                                                                                                                                                | Summer 2                                                                       |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| General Themes          | New Beginnings                                                                                                                                                                                                                                                                                                                                                                                       | Rhythm and Rhyme                                                                  | Key Author                                                                                                                                                                                                                                                                                                            | Growing and Healthy Living                                                        | Imagination and Adventure                                                                                                                                                                                                                                               | Wonderful World                                                                |
| Literacy<br><br>Phonics | <b>ELG: Comprehension</b><br><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>Anticipate - where appropriate - key events in stories.<br><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |                                                                                   | <b>ELG: Word Reading</b><br><br>Say a sound for each letter in the alphabet and at least 10 digraphs.<br><br>Read words consistent with their phonic knowledge by sound-blending.<br><br>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words |                                                                                   | <b>ELG: Writing</b><br><br>Write recognisable letters, most of which are correctly formed.<br><br>Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br><br>Write simple phrases and sentences that can be read by others. |                                                                                |
|                         | <b>Supersonic Phonic Friends</b><br><br>Secure Phase 1:Firm Foundations alliteration, instrumental sounds, environmental sounds, voice sounds and body percussion<br><br>Begin Basics 2                                                                                                                                                                                                              | <b>Supersonic Phonic Friends</b><br><br>Basics 2 Continue, consolidate and secure | <b>Supersonic Phonic Friends</b><br><br>Basics 2 Consolidate and secure<br><br>Begin Basics 3                                                                                                                                                                                                                         | <b>Supersonic Phonic Friends</b><br><br>Basics 3 Continue, consolidate and secure | <b>Supersonic Phonic Friends</b><br><br>Basic 3 Continue, consolidate and secure<br><br>Begin Basics 4                                                                                                                                                                  | <b>Supersonic Phonic Friends</b><br><br>Basics 4 Continue, consolidate, secure |



# Foundation Stage Long Term Plan

|                                                                                                                                                                                                               | Autumn 1                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                     |
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| General Themes                                                                                                                                                                                                | New Beginnings                                                                                                                                                                                                                                  | Rhythm an Rhyme                                                                                                                                                                                                                                       | Key Author                                                                                                                                                                                                                                                     | Growing and Healthy Living                                                                                                                                                                                                       | Imagination and Advenutre                                                                                                                                                                                                         | Wonderful World                                                                                                                                                                                                              |
| Writing                                                                                                                                                                                                       | <p><b>Key Text 1</b><br/>Fiction: Owl Babies<br/>Story maps<br/>Non-fiction:<br/>Information Leaflet about Owls<br/>Family Tree<br/><b>Key Text 2</b><br/>Fiction: Little Red Hen<br/>Non Fiction: Get Well Card</p> <p>Poetry: Autumn Poem</p> | <p><b>Key Text 1</b><br/>Fiction: Going on a Bear Hunt<br/>Story maps<br/>Non-fiction:<br/>Labelling Bear<br/><b>Key Text 2</b><br/>Fiction: Each peach Pear Plum<br/>Non Fiction:<br/>Instructions for fruit kebabs</p> <p>Poetry: Firework poem</p> | <p><b>Key Text 1</b><br/>Fiction: The Gruffalo<br/>Story maps<br/>Non-fiction:<br/>Wanted poster<br/><b>Key Text 2</b><br/>Fiction: Day Monkey<br/>Night Monkey<br/>Non Fiction:<br/>Comparison of Day and Night- labelling</p> <p>Poetry: Valentines Poem</p> | <p><b>Key Text 1</b><br/>Fiction: Supertato<br/>Non Fiction:<br/>Wanted poster<br/>Poetry: Food Poem</p> <p><b>Key Text 2</b><br/>Fiction: Handa's Surprise<br/>Story maps<br/>Non-fiction:<br/>Instructions for fruit salad</p> | <p><b>Key Text 1</b><br/>Fiction: Whatever Next!<br/>Non Fiction:<br/>Information :Leaflet Space</p> <p>Poetry: Castle / Space poem</p> <p><b>Key Text 2</b><br/>Fiction: Shh!<br/>Story maps<br/>Non-fiction:<br/>Invitation</p> | <p><b>Key Text 1</b><br/>Fiction: Somebody Swallowed Stanley<br/>Story maps<br/>Non-fiction:<br/>Letter<br/><b>Key Text 2</b><br/>Fiction: Dear Zoo<br/>Non Fiction:<br/>Letter to the Zoo</p> <p>Poetry: Poem- about me</p> |
| <p>Reading Comprehension is developed throughout the year through ...</p> <ul style="list-style-type: none"> <li>• story time</li> <li>• Half termly class book</li> <li>• Guided Reading sessions</li> </ul> | <p>Key text 1:<br/>Owl Babies<br/>NF- Owls and Owlets,<br/>Counting Creatures<br/>So you want to be an Owl.<br/>Different families books.<br/>Key Text 2:<br/>Little read Hen<br/>NF- Harvest</p> <p>Poetry:</p>                                | <p>Key text 1:<br/>Going on a Bear hunt<br/>NF- different types of bears / Travel<br/>Other texts- Christmas Bear, Jolly Christmas Postman<br/>Key Text 2:<br/>Each Peach Pear Plum</p> <p>NF:</p> <p>Poetry:</p>                                     | <p>Key text 1:<br/>The Gruffalo<br/>NF: Forests<br/>Key Text 2:<br/>Day Monkey Night Monkey<br/>NF: Rainforest<br/>NF: Poetry: Rhyming Rabbit</p>                                                                                                              | <p>Key text 1:<br/>Handa's Surprise<br/>NF: Africa<br/>Key Text 2:<br/>Supertato<br/>NF: Growing</p> <p>Poetry:</p>                                                                                                              | <p>Key text 1:<br/>Shh!<br/>NF- Castles<br/>Key Text 2:<br/>Whatever Next!<br/>NF: Space</p> <p>Poetry:</p>                                                                                                                       | <p>Key text 1:<br/>Somebody Swallowed Stanly<br/>NF: Sea Animals<br/>Key Text 2:<br/>Dear Zoo<br/>NF: Jungle Animals<br/>NF: Jungle Animals<br/>Poetry:</p>                                                                  |



# Foundation Stage Long Term Plan- Reception

|                                                                                                                                                                  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                               |
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| <b>Maths</b><br><br>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi | <b>ELG: Number</b><br><br>Have a deep understanding of number to 10, including the composition of each number;<br><br>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.                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ELG: Numerical Patterns</b><br><br>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.<br><br>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally |                                                                                                                                                                                                                                                                                                          |                                                                                                                        |
|                                                                                                                                                                  | <b><u>Getting to know You.</u></b> <ul style="list-style-type: none"><li>• Opportunities for settling in, introducing the areas of provision and getting to know the children.</li><li>• Key times of the day, class routines, days of the week, months of the year.</li><li>• Exploring the indoor and outdoor provision. Where do things belong?</li><li>• Positional Language.</li></ul> <b><u>Match, Sort and Compare</u></b> <ul style="list-style-type: none"><li>• Match objects and pictures</li><li>• Identify, sets</li><li>• Sort and create rules</li><li>• Compare amounts</li></ul> <b><u>Talk about measure and pattern</u></b> <ul style="list-style-type: none"><li>• Compare size, mass &amp;</li></ul> | <b><u>It's Me 1 2 3!</u></b> <ul style="list-style-type: none"><li>• Find, subitise, represent 1,2,3</li><li>• Composition of 1,2,3</li><li>• 1 more and 1 less</li></ul> <b><u>Circles and triangles</u></b> <ul style="list-style-type: none"><li>• Identify &amp; name circles and triangles</li><li>• Compare and describe position<ul style="list-style-type: none"><li>• Shapes in the environment</li></ul></li></ul> <b><u>1,2,3,4,5</u></b> <ul style="list-style-type: none"><li>• Find, subitise &amp; represent 4 &amp; 5</li><li>• Composition of 4 &amp; 5</li><li>• 1 more and 1 less</li><li>• Composition of 1-5</li></ul> <b><u>Shapes with 4 sides</u></b> <ul style="list-style-type: none"><li>• Identify &amp; name shapes with 4 sides</li><li>• Combine shapes with 4 sides</li><li>• Shapes in the</li></ul> | <b><u>Alive in 5!</u></b> <ul style="list-style-type: none"><li>• Introducing Zero</li><li>• Comparing Numbers to 5</li><li>• Composition of 4 and 5</li></ul> <b><u>Mass and Capacity</u></b> <ul style="list-style-type: none"><li>• Compare Mass</li><li>• Compare Capacity</li></ul> <b><u>Growing 6,7 and 8</u></b> <ul style="list-style-type: none"><li>• Comparing Numbers 6,7 and 8</li><li>• Composition of 6,7 and 8</li><li>• Combining 2 Amounts</li><li>• Making Pairs</li></ul> | <b><u>Length, height and time</u></b><br><br><b><u>Building 9 and 10</u></b> <ul style="list-style-type: none"><li>• Counting to 9 and 10</li><li>• Comparing numbers to 10</li><li>• Bonds to 10</li></ul> <b><u>Explore 3d shape</u></b> <ul style="list-style-type: none"><li>• 3D shapes</li><li>• Spatial Awareness</li><li>• Patterns</li></ul>                                                                | <b><u>To 20 and beyond</u></b> <ul style="list-style-type: none"><li>• Building Numbers beyond 10</li><li>• Counting Patterns Beyond 10</li><li>• Spatial Reasoning 1</li><li>• Match, Rotate and Manipulate</li></ul> <b><u>How many now</u></b><br><br><b><u>Manipulate, compose and decompose</u></b> | <b><u>Sharing and grouping</u></b><br><br><b><u>Visualise, build and map</u></b><br><br><b><u>Make connections</u></b> |

# Foundation Stage Long Term Plan- Nursery

|                                                                                                                                                                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                      | Spring 2                                                                                                                                                                                      | Summer 1                                                                                                                                                                      | Summer 2                                                                                                                                                                                              |
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| <b>Maths</b><br><br><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi</i> | <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> |                                                                                                                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                               |                                                                                                                                                                               |                                                                                                                                                                                                       |
|                                                                                                                                                                         | <u>Colours</u><br>Recognising, naming and matching colours<br><br><u>Sorting</u><br>Sorting by various attributes<br><br><u>Patterns</u><br>Continuing AB patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u>Size</u><br>Using the language of size<br><br><u>Counting Principles</u><br>One to One principles, stable-order principle, cardinal principle, abstraction principle, order relevance principle.<br><br><u>Comparing</u><br>Comparing amount of objects | <u>Number One</u><br>Exploring and understanding number 1<br><br><u>Number Two</u><br>Exploring and understanding number 2<br><br><u>Number Three</u><br>Exploring and understanding number 3 | <u>Number Four</u><br>Exploring and understanding number 4<br><br><u>Number Five</u><br>Exploring and understanding number 5<br><br><u>Number six</u><br>Exploring and understanding number 6 | <u>Shapes</u><br>Focus on properties of shapes<br><br><u>My Day</u><br>Ordering events of the day<br><br><u>Length and Height</u><br>Long, Short, tall and comparing lengths. | <u>Weight</u><br>Light and heavy and comparison<br><br><u>Capacity</u><br>Full, half full, empty and comparison<br><br><u>Positional Language</u><br>Using language related to position and direction |

# Foundation Stage Long Term Plan

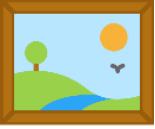
|                | Autumn 1                                                                  | Autumn 2                                                     | Spring 1                                                   | Spring 2                                                          | Summer 1                                                            | Summer 2                                                            |
|----------------|---------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|
| General Themes | All About me                                                              | Lets celebrate                                               | Take 1 picture                                             | growing                                                           | Amazing animals                                                     | Under the sea                                                       |
| Computing      |                                                                           |                                                              |                                                            |                                                                   |                                                                     |                                                                     |
|                | <ul style="list-style-type: none"><li>• Technology in our lives</li></ul> | <ul style="list-style-type: none"><li>• Programmig</li></ul> | <ul style="list-style-type: none"><li>• E-Safety</li></ul> | <ul style="list-style-type: none"><li>• Data Collection</li></ul> | <ul style="list-style-type: none"><li>• <b>Multimedia</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Multimedia</b></li></ul> |



# Foundation Stage Long Term Plan

|                                           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                 |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | New Beginnings                                                                                                                                                                                                                                                                                                                                                                         | Rhythm and Rhyme                                                                                                                                                                                                              | Key Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Growing and Healthy Living                                                                                                                                                                                                       | Imagination and Adventure                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Wonderful World                                                                                                                                          |
| Understanding the world<br>RE / Festivals | <b>ELG: Past and Present</b><br><br>Talk about the lives of the people around them and their roles in society.<br><br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br><br>Understand the past through settings, characters and events encountered in books read in class and storytelling. |                                                                                                                                                                                                                               | <b>ELG: People, Culture and Communities</b><br><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br><br>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.<br><br>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. |                                                                                                                                                                                                                                  | <b>ELG: The Natural World</b><br><br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br><br>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.<br><br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |                                                                                                                                                          |
|                                           | <ul style="list-style-type: none"><li>• Autumn</li><li>• Harvest</li><li>• Explore our own environment. See how Forest School changes as we enter Autumn</li><li>• My family</li><li>• My home</li><li>• Making Bread</li><li>• Explore our own environment</li></ul>                                                                                                                  | <ul style="list-style-type: none"><li>• Winter - ice</li><li>• Remembrance Day</li><li>• Guy Fawkes and Bonfire Night</li><li>• Draw read and follow maps</li><li>• Human Lifecycle / changes</li><li>• Baby photos</li></ul> | <ul style="list-style-type: none"><li>• Explore our own environment. See how Forest School changes as we enter Spring</li><li>• Nocturnal Animals</li><li>• Habitats- Forest/ Rainforest</li></ul>                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Spring - growing plants</li><li>• Compare similarities and differences between Studley/Africa</li><li>• Find out about other countries such as Africa</li><li>• Healthy Living</li></ul> | <ul style="list-style-type: none"><li>• Explore our own environment. See how Forest School changes as we enter Summer</li><li>• Tim Peake / King Charles 111</li><li>• Planets / Inside a castle</li><li>• Life in Space / Life in a castle</li></ul>                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Compare different animals</li><li>• Recycling</li><li>• Looking after our world</li><li>• Time Capsule</li></ul> |
|                                           | <b>Special People</b><br>What makes people special?<br>Christianity/Judaism                                                                                                                                                                                                                                                                                                            | <b>Christmas</b><br>What is Christmas?<br>Christianity                                                                                                                                                                        | <b>Celebrations</b><br>How do people celebrate?<br>Hinduism<br>Chinese new year                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Easter</b><br>What is Easter?<br>Christainity                                                                                                                                                                                 | <b>Story time</b><br>What can we learn from stories?<br>Awe and wonder: growth and change of animals<br>Christianity/Islam/Hinduism /sikhism                                                                                                                                                                                                                                                                                                                              | <b>Special Places</b><br>What makes places special ?<br>Christainity/islam/judaism                                                                       |

# Foundation Stage Long Term Plan



|                            | Autumn 1                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                         | Summer 2                                                                                                                                                   |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Themes             | New Beginnings                                                                                                                                                                                                                                                                                                                                | Rhythm and Rhyme                                                                                                                                                                                                                                                                                       | Key Author                                                                                                                                                                                                                               | Growing and Healthy Living                                                                                                                                                                                                                                                                                    | Imagination and Adventure                                                                                                                        | Environment                                                                                                                                                |
| Expressive Arts and Design | <b>ELG: Creating with Materials</b><br><br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                          | <b>ELG: Being Imaginative and Expressive</b><br><br>Invent, adapt and recount narratives and stories with peers and their teacher.<br><br>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. |                                                                                                                                                  |                                                                                                                                                            |
|                            | Join in with songs and movement<br><br><ul style="list-style-type: none"> <li>• Collaborative Autumn Artwork - observational Drawing</li> <li>• Basic joining glue, Sellotape, masking tape.</li> <li>• Self Portraits- Pencil drawing</li> <li>• Harvest Performance</li> </ul>                                                              | Join in with songs and movement<br><br>KAPOW - exploring sound<br>-Printing- Collaborative poppy Art & Firework prints<br>-Kandinsky- Responding to an Artist <ul style="list-style-type: none"> <li>• The Nativity</li> <li>• Christmas Calenders and card</li> <li>• Christmas Decoration</li> </ul> | Join in with songs and movement<br><br>Artist: Van Gogh Starry Night <ul style="list-style-type: none"> <li>• Painting, colour mixing- different tones of the same colour</li> <li>• Woodland Small World</li> <li>• Dark Den</li> </ul> | Join in with songs and movement<br><br>Mother's Day Card<br><br>Easter Songs<br><br>Easter Card<br><br>Vegetable puppets                                                                                                                                                                                      | Join in with songs and movement<br><br>Andy Goldsworthy sculpture<br><br>Junk model castles / rocket<br><br>Castle / Space Small World/ roleplay | Join in with songs and movement<br><br>. Collage<br><br>Father's Day Card<br><br>Make a kite<br><br>Design a cage<br><br>Ocean / Zoo small world/ roleplay |