

FOUNDATION STAGE 1 – LONG TERM PLAN

| SUBJECT | AUTUMN TERM | SPRING TERM | SUMMER TERM |
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| <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> | <p>My Happy Mind – Meet the Brain – understanding how your brain works and how to look after it so we can manage our emotions.</p> <p>My Happy Mind – Celebrate – understanding your unique character strengths and celebrating them.</p> <p>Starting FS1</p> <p>Bonfire Safety</p> | <p>My Happy Mind – Appreciate – understanding why gratitude matters and develop it as a habit.</p> <p>My Happy Mind – Relate – understanding why positive relationships matter and how to build them.</p> | <p>My Happy Mind – Engage – understanding how to set meaningful goals that matter and how to keep resilient in times of challenge.</p> <p>Transitions - Starting School</p> |
| <p>PHYSICAL DEVELOPMENT</p> | <p>Introducing and learning to use a range of small and large physical equipment.</p> | <p>Developing larger movements. Developing spatial awareness. Developing skills at using smaller tools and equipment including scissors and mark making resources.</p> | <p>Moving freely in different ways. Negotiating space when moving with increased pace. Increasing confidence at using smaller tools and equipment including scissors and mark making resources.</p> |
| <p>COMMUNICATION & LANGUAGE</p> <p>LITERACY</p> | <p>Learning range of rhymes about ourselves, number songs, nursery rhymes, autumn rhymes and children’s own interest rhymes. Sharing opportunities/experiences – inside /outside school-speaking and listening skills (show and tell). Playing circle games.</p> <p>Pathways to Write – The Gingerbread Man and I’m going to eat this ant. Early Phonics skills using Read, Write, Inc Nursery Sharing our favourite stories including those about ourselves, autumn, familiar stories and traditional stories. Mark making.</p> | <p>Range of speaking and listening opportunities including the use of circle games. Rhyming activities.</p> <p>Pathways to Write – Let’s all creep through crocodile creek and The pirates are coming. Early Phonics skills using Read, Write, Inc Nursery Sharing wider range of stories including those about winter and spring. Joining in with repeated parts of a story. Recognising own name and if ready, write own name. Giving meaning to own mark making.</p> | <p>Range of speaking and listening opportunities including the use of circle games. Rhyming and alliteration activities.</p> <p>Pathways to Write – Gigantosaurus and Supertato Early Phonics skills using Read, Write, Inc Nursery Listening to stories with increasing attention and recall. Expressing own ideas about stories. Describing main story settings, events and characters. Continuing to learn to read and write our names. Writing/mark making for a purpose for example in the role play area.</p> |

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| <p>MATHEMATICS</p> | <p>Number songs Colours - red, blue, yellow, green, purple and others including their favourite colour Matching and sorting - matching buttons, shoes and recognise/create matching towers, matching number shapes (numicon), matching same size or colour and matching same shape (different colours), sort by size, shape and by colour talk about the objects that have been grouped. Identify how groups of objects have been sorted (similarities between objects). Sort objects based on their own criteria. Comparing amounts - Number 1 (subitising, counting and numeral matching), Number 2 (Subitising dice patterns and subitising different sizes/patterns), Number 2 (Counting – saying one number for each item, linking numeral to amount). Patterns - AB patterns (colour, outdoor objects, movement) AB patterns (fix and extend – indoor and outdoor)</p> | <p>Subitising 3 - Subitising dice patterns and subitising different sizes/patterns Number 3 - Counting 3, numeral 3, composition of 3 and recognising triangles. Number 4 - Counting 4, numeral 4, composition of 4 recognise squares and rectangles Number 5 - Counting 5, numeral 5, composition of 5 and recognise pentagons. Number 6 - Counting 6 and 6 on a ten frame Compare size, mass and capacity Compare size (height and length) - tall and short/long or short. Compare Mass - introducing balance scales, lighter, heavier. Compare Capacity - full, empty, nearly full, nearly empty and comparing containers</p> | <p>Sequencing - pictures from a nursery rhyme, from their daily routine and from a familiar story. Position - on and under, in and out and in front or behind Shapes - 2-D shapes circles, triangles, squares and rectangles, 3-d shapes cubes, cuboids, spheres and cylinders More than/fewer - compare two sets of objects Number composition - composition of 3, 4 and 5. What comes after/before? Jumping along a number line to find out what comes after/before. Count along a number track and fill in the missing number by identifying the number that come after/before? Sequence numerals. Numbers - count how many objects there are in a set. Identify if there are enough of each object for everyone. Work our which number is represented by a counting card and then sequence them.</p> |
| <p>UNDERSTANDING THE WORLD</p> | <p>Ourselves including our body Our families – begin to talk about their own family, sharing recent past experiences. Seasonal changes - Autumn to Winter (getting colder/changes) Autumn – Harvest – focus on fruit and vegetables Diwali – Hinduism and the festival of light Bonfire night – customs, traditions Christmas - Learning about the story of baby Jesus in the Bible. Customs and traditions. Hanuka (Judaism) – customs and traditions Finding out about our classroom- indoor/ outdoor as well as the wider school environment. Interactive screen / controllable and programmable vehicles</p> | <p>Machines - learning about non-living things before moving on to learn about machinery and how it makes it easier for humans to complete certain jobs. Within the idea of machinery, children will also think about different types of transport and how we use these. Changes over time to our environment – children to explore the changes to their own 'world'. This can include changes within their own families, for example, a new baby. It can also include changes to the environment, for example, Winter into Spring. Frogs and plants (Signs of new life around us) Easter (New Life) Easter traditions Chinese New Year – customs and traditions Vaisakhi – (Sikhism) – customs and traditions. Spring festivals and celebrations (Valentine's Day, Lent) Our school and our home – journeys to and from. What can we see? Interactive screen / controllable and programmable vehicles.</p> | <p>Changes over time – children to reflect on their time in F1. This includes seasonal changes – spring to summer. It also includes changes to themselves as they prepare for their transition to Reception. Caring for living things – discovering different types of animals. Preparation/getting ready for FS2 - familiarity of school and those who help us. Comparing simple environments that the children may have experienced on holidays. Interactive screen / controllable and programmable vehicles</p> |
| <p>EXPRESSIVE ARTS AND DESIGN</p> | <p>Using resources related to ourselves (to help children to represent themselves) Using a variety of materials in autumnal colours. Christmas activities and craft ideas. Simple construction kits Action songs - listening and learning to sing a variety of nursery rhymes, number songs and actions songs. Christmas Songs – performing for their families.</p> | <p>Range of opportunities aimed at developing children's confidence when drawing, painting, printing or creating a collage. Easter activities and craft ideas Range of opportunities to allow children to develop skills in using scissors (with adult support). Simple construction kits – using picture based instructions (with adult support). Me - unit to explore nursery rhyme and number songs using percussion instruments / sounds in the environment.</p> | <p>Range of opportunities aimed at developing independence when children are drawing, painting, printing or creating a collage. Summer/animal activities and craft ideas. Range of opportunities to allow children to develop skills and become increasingly independent when using scissors (with adult support). Simple construction kits – using picture based instructions with greater independence. My Stories unit - listening and responding to different styles of music, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p> |