

Long Term Plan: Foundation 1

Communication and Language

	Listening, attention and understanding	Speaking
Autumn All About Me Changing Seasons	• Comes to the carpet and focusses attention on the adult during group time. • Begins to give attention to stories and rhymes in small groups. • Listens to adults in play and responds appropriately. • Follows simple instructions with action e.g. take your shoes off. • Learns new words rapidly, makes links to key project words. • Begin to pay attention to action songs and follows some actions. • Listens to an adult scaffold an RJ interaction.	• Joins in with repeated refrains in stories and rhymes. • Uses short sentences during play. • Makes conversation with adults and other children during play. • New vocabulary introduced through project work / forest school sessions.
Spring Safe and Well Living and Growing	• Use a wider range of vocabulary including key project words and is aware of meaning. • Enjoys listening to longer stories and can remember much of what happens. • Copies phrases and sentences heard by others e.g. in role play. • Listens to other children in play scenarios and responds appropriately. • Listens to a traditional tale and follows a story map. • Answers simple questions about a story or experience. • Is able to answer RJ questions.	• Can say a sentence relating to a key word. • Listens to a sentence and repeats it back. • Uses some language related to stories. • Engages in role play linked to first-hand experiences. • Sings familiar songs and rhymes independently.
Summer Journeys Let's Celebrate	• Makes up own sentence when given a key word. • Listens to a story with full attention as part of a group. • Listens to imaginative language and uses it in own play. • Understands questions linked to imaginative role play / stories and real life experiences e.g. "Why do you think the caterpillar got so fat?". • Listens to and joins in with simple repetitive stories showing understanding of what is happening and why. • Has an awareness of feelings of characters in stories / role play. • Engages in RJ and is able to express a point of view.	• Makes up own sentence relating to a key word. • Uses the word because in a sentence. • Tells a simple story using a story map. • Takes a lead in imaginative role play. • Taught oracy sessions weekly with a focus on back and forth two-way conversation. • Sing a large repertoire of rhymes and songs.

Personal, Social and Emotional Development

	PSHE	Building Relationships	Managing Self	Self-Regulation
Autumn All About Me Changing Seasons	Being me in my World Celebrating Differences	- Children can start to rely of adult support to regulate and feel safe. - Children know which activities they enjoy and know how and when they can access them - They begin to remember names of children and staff.	- Children learn class routines and can follow instructions like ‘carpet time’ - Children start to use the toilet independently and can tell an adult when they’ve had an accident - Children attempt to put on their own coats.	- Children become more outgoing with unfamiliar people. Interact through play and activities with adults and children. - Children begin learn simple class rules - Children start to think about others feelings. They learn about feeling happy and sad and how that might feel.
Spring Safe and Well Living and Growing	Healthy Me Changing me	- Children know what helps them to regulate themselves - Children have particular adults and children they like to spend time with and they seek them out to play or if they need help. - Children begin to know which behaviour is appropriate at different times	- Children can take themselves to the toilet and wash hands - Children learn about the importance of brushing teeth and take home a toothbrush - They understand that exercise is healthy - Children begin to understand what are healthy choices for eating and drinking	- Children can ask for help when there is a conflict - Children start to think about others feelings. They learn about feeling angry and calm and how that might feel and what might make them angry - Children start to learn some impulse control by practising calling for an adult when there is conflict.
Summer Journeys Let’s Celebrate	Relationships Dreams and Goals	- Pupils develop a sense of responsibility and membership within the school community - Children remember the rules without an adult reminding them. - Children can understand that they will be starting F2 and they know which children and adults will be in their class.	- Children can gather their own belongings at the end of the day. - Children learn about road safety – that they must never go into a road without an adult and that they must wear a helmet on a bike or scooter.	- Children can play with more than one other child extending and elaborating play ideas - Children practise using simple RJ to resolve conflicts with an adult support. - Children can be assertive and say ‘no thank you’ – they understand they have autonomy and rights to say what behaviour they don’t like

Physical Development

	Fine Motor	Gross Motor
Autumn All About Me Changing Seasons	• Begin to develop hand strength and dexterity with activities like dough disco, making salt dough, completing simple puzzles • Uses different mark making equipment to practise grip and control – indoors and outdoors • Learn to create lines and circles using different mark making equipment.	• Daily run - participates in the run with support • PE – yoga, movement skills (skipping, hopping, balancing on one leg, crawling) • Create lines and circles using gross motor movements -Squiggle while you wiggle, outdoor art, etc • Mounts steps and climbing equipment independently. • Attempts to put on own coat. Link to ‘trying’ learning branch. • Christmas performance – learn dance and work as a team to perform dance sequence.
Spring Safe and Well Living and Growing	• Practise comfortable pencil grip – mark making using different resources • Uses fine motor skills to complete tasks like gluing, bead threading and holding small objects. • Experiments with mark making (daily drawing book) • Use one handed equipment like tweezers or scissors to complete simple tasks • Can start to copy a simple drawing like a face or bug • Start to correctly write some familiar letters or numbers	• Daily run – run independently with increasing coordination • PE – Group games • Match development skill to task – crawling, walking, running (going on a bear hunt) • Can help to create a course using outdoor equipment and then navigate the course by balancing, climbing and jumping • Can take shoes and socks off and put them back on independently. • Can put coat on independently.
Summer Journeys Let’s Celebrate	• Holds pencil between first two fingers and thumb and uses it with good control. • Shows preference for a particular hand • Can write or trace own name • Can complete more fiddly fine motor tasks like zips, hair clips and threading small beads	• Daily run - Runs continuously for 3 mins • PE - Ball skills – holding, kicking, throwing large ball • Can work together with other children to tidy outdoor area carrying planks and hollow blocks safely. • Builds sandcastles and mud pies using buckets and spades. • Practise bike and scooter skills • Learn and perform dance for Carnival

Literacy

	Comprehension	Word Reading	Phonics	Writing	Name Writing
Autumn 1 All About Me	- Child can show some attention when an adult is reading a story. - Children are learning that books are interesting and exciting - Books are short and engaging linked to songs and props to engage children - Children can talk about photos of themselves and topic related pictures <i>They explore short rhyming books or stories</i>	- Pre-reading / book handling skills when reading 1:1 with an adult - Opportunities to look at different kinds of books and texts - They see print and pictures used on labels around the environment - They see objects used to represent different things in play – for example boxes used to represent a house.	General Sound Discrimination - Listening games and activities - Listening walks - Exploring the sounds that objects and instruments make - Learning rhymes with sounds and instruments - Making and copying simple rhythms	- Daily fine motor skills activity – puzzles, dough, sorting objects - Squiggle while you wiggle - Big mark marking with chalks or large paper on the floor	Recognises own name
Autumn 2 Changing Seasons	- Children can recognise familiar books and recall something from the text or pictures. - They can distinguish between picture and writing - They listen to books with more engagement and are encouraged to answer questions though share thinking. - Children learn some key new vocab from the book <i>They explore traditional tales - Goldilocks</i>	- They can name different book parts and can hold a book the right way. - Understands that the adult is reading the print on the page	Body Percussion - Clapping out syllables - Learn and practise familiar action songs - Clap along to a beat - Make up and follow simple patterns using instruments, objects and body percussion - Explore loud and quiet	- Drawing patterns and lines (fine and gross motor) - Dough Disco - Mark making using a variety of media	Uses magnetic letters to copy name

Spring 1 Safe and Well	• Children start to guess what the story will be about from the front cover. • They know you can find out things from a non-fiction book • Learns to question new vocabulary by adult modelling stopping story when new vocabulary appears. • Leans some new vocabulary linked to visit from e.g. A fire engine <i>They explore non-fiction</i>	• They know that text has different purposes – for example they can choose between a story and a fiction book because they know that they are different, or they begin to pretend to write letters or notes. • They practise following codes from left to right – for example visual time tables or patterns in maths	Rhythm and rhyme • Learn a series of rhymes • Silly Soup – matching rhyming words • Reading rhyming stories • Finish the rhyme game • Matching rhyming objects game	• Daily drawing book / doodle book (uses tripod grip) draws simple faces / people • Squiggle while you wiggle to form letters • Mark making using a variety of media to form letters	• Makes name using magnetic letters / traces name when ready
Spring 2 Living and Growing	• Children begin to guess what will happen next in a story • They can tell you who the main character is and some main events from a story • Listens to a range of poems and joins in with familiar poems • They explore poems	• They can indicate where an adult will start reading and which direction they will go in. • They begin to spot know graphemes in the environment and they know what words they say. • They can match a label to an object with some visual clues	Voice sounds • Explore a sound a week – find objects beginning with that sound. • Notice children’s names with the sound. • Recognise the grapheme and begin to spot it in the environment c, o, a, d, l, i	• Daily drawing book / doodle book – animals • Squiggle while you wiggle to form letters • Starts to form some recognisable letters	• Copies/ traces name
Summer 1 Journeys	Children can retell a story as a class using a story map. They can begin to role play a story in the home corner or with puppets and toys. They might use phrases from the story in their play Children can name their favourite book and give a reason They explore traditional tales – three billy goats gruff	• They begin to spot know graphemes in the environment and they know what words they say. • They begin to orally blend cvc words	Voice sounds • Explore a sound a week – find objects beginning with that sound. • Notice children’s names with the sound. • Recognise the grapheme and begin to spot it in the environment • Shows an awareness of graphemes that match sounds ‘ • G, m, n, t, f, v	• Daily drawing book / doodle book – observational drawings • Begins to organise letters into words moving from left to right	• Writes name independently

Summer 2 Let's Celebrate	• They can retell the main events of a story and they understand beginning, middle and end. • They remember key vocab from a story and use it when they retell the story. • They can act out a story using props available • They can talk about the characters in stories and their feelings • They can match a label with an object using some grapheme knowledge.	• They can sequence parts of the story to show beginning middle and end. •	Oral blending and segmenting • Explore a sound a week – find objects beginning with that sound. • Notice children's names with the sound. • Recognise the grapheme and begin to spot it in the environment • Shows an awareness of graphemes that match sounds • Recognises sounds / graphemes and knows the action • Orally blends and segments cvc words	• Daily drawing book / doodle book – events • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	• Writes name on models / paintings/ lists
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Mathematics – Overview

	Half Term 1				Half Term 2			
Autumn	Begin to use positional words – next to, under, on top of Compare size of objects using big, small, medium sized.	Exploring patterns (non repeating)– in the world around them - stripes and spots. Recognises and talks about patterns in the environment Recognise and talk about the properties of circles. Look for them in the environment. Explore drawing circles	Can recognise and read a AB repeating pattern	Explore numbers 1 and 2 – Verbally counts up to 2 objects. Attempts to use 1:1 correspondence Knows that the last number reached is the total Recognises a group of 1, 2 Recognises numerals 1 and 2 Can show 1 and 2 fingers	Explore numbers 3 and 4– Verbally counts up to 4 objects. Attempts to use 1:1 correspondence Knows that the last number reached is the total Recognises a group of 3 and 4 Recognises numerals 3 and 4 Can show 3 and 4 fingers	Talk about and explore 2D shapes using mathematic language. Recognise and talk about the properties of Triangles and squares	Explore drawing shapes – circle, triangle, square	Can recognise and read a AB repeating pattern Can extend an ab pattern
Spring	Explore number 5 – Verbally counts up to 5 objects. Attempts to use 1:1 correspondence Knows that the last number reached is the total Recognises a group of 5 Recognises numeral 5	Compares 2 groups of different objects – can answer questions like who has more sweets?	Visually compares 2 groups of the same object using more than, fewer	Verbally counts to 10	Understand position through words alone - ‘the bag is under the table’ Begin to use position words to describe routes and locations	Explore 2D shapes using mathematical language Selects shapes for building and explore combining shapes Recognise and talk about the properties of rectangles. Explore drawing rectangles.	Can split an object into 2 parts and put it back together	Creates an AB repeating pattern Repairs an AB repeating pattern

	Can show 5 fingers								
Summer	Compares groups of objects using a matching strategy Understands the whole is bigger than the parts	Verbally counts to 10 and starts to try and write some numerals	Sorts objects according to size / shape	Creates an AB repeating pattern Repairs an AB repeating pattern		Children use part whole language in number stories	Explore 3D shapes using mathematical language Sphere, cube, cone	comparisons – height of 2 objects Understands and uses language full / empty	Describe a familiar route using positional language Describe a sequence of events using words such as 'first', 'then'

Understanding the World

	Past and Present	People, Cultures and Communities	The Natural World
Autumn All About Me Changing Seasons	- Follow a routine and use a visual timetable to make sense of the day. Use words like morning, afternoon. - Observe and record the weather everyday – note how it has changed since yesterday - Weekly video on Friday showing activities of the week.	- Talk about their own family and recognise that all families are different and special - Talk about hair styles and how they are all different and special - Celebrate Christmas - RE – Exploring a church, the Christmas story	- Lighting fires at Forest School – talk about different elements like water, fire, smoke using senses. - Forest School crafts and activities using different natural objects - Check the weather every day and display in class. Talk about how the seasons are changing. - Notice the change in the environment during autumn. Discuss what they might see in Autumn. Collect Autumn leave and natural objects.
Spring Safe and Well Living and Growing	- Talk about Winter / Spring weather and what they can see outside. Recall how the weather has changed. - Learn about a particular minibeast and find out facts about it. Find out about it's life cycle. - Watch seeds growing into plants and talk about how the plant is changing over time.	- Celebrate Chinese New Year. Learn about China and find on a map. Recognise that China is a different country. - RE – Exploring the Bible – the Easter Story	- Learn about particular animals and what they need to keep them alive and happy - Learn key features of their life cycle - Experience animals hands on and talk about what they experience with their different senses. - Plant seeds and observe how they grow. - Try a range of fruit and vegetables – explore tastes, colours and textures. Collect vocabulary.
Summer Journeys Let's Celebrate	Look back at photos from the beginning of the year and talk about what happened in the past. Consider how things are different.	- Meet a bus driver and think about how people do different jobs. Have a positive understanding of inclusion and experience a range of diverse role models - Parents to come in and talk about a job they do - Role play activities – different jobs (e.g. shopkeeper, waiting staff, police) - Reflect on celebrations from earlier in the year. Notice how different families celebrate differently. Bring in photos of birthday or celebrations to talk about. - Talks about the future – transition	- Use vehicle toys and talk about how they move – can you change the way they move? - Explore how a particular vehicle works - Use modelling or construction to create a vehicle - Use wheels and equipment to explore how forces work - Explore floating and sinking and experiment in the water tray Notice the seasons change again and look for signs of summer. Notice the weather daily and observe how it is different from the day before.

Expressive Arts and Design

	Creating with Materials	Being imaginative	Being expressive
Autumn All About Me Changing Seasons	• Explores painting with different textures - brushes, fingers, printing • Create closed shapes with continuous lines (circles) and begin to use these shapes to represent objects. • Drawing simple portraits - representing a face with a circle and including details like hair/ eye/ skin colour. • Recognising patterns and represent patterns in drawing and painting and printing (stripes/ spots) • Begin to explore dough and clay. Learn to roll a ball shape to create a hedgehog using natural objects • Learn to use a glue stick in a creative project	• Take part in simple pretend play, using familiar objects to role play a familiar situation (for example putting a doll in a cot) • Plays with blocks and shapes - builds towers by stacking blocks. • Begin to use objects to represent something else.	• Moves body to music and imitates movements - Yoga and Dance • (Performs Christmas Dance) • Listen with increased attention to sounds. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Joins in with songs and rhymes • Taps out simple rhythms using drums / hands
Spring Safe and Well Living and Growing	• Drawing portraits showing different emotions – happiness, sadness, fear etc. • Explores natural resources to print and paint. • Learn how to mix yellow and blue to create green and paint flowers and plants • Use clay to make a worm. Learn to roll sausage shape using palm of the hand and experiment with clay tools to make worms markings. • Practise using scissors to snip and cut simple lines	• Plays with blocks and shapes – makes enclosures and creates spaces. • Uses available resources to create props for role play. using an object to represent something else even though they are not similar. • Re-tell a story using role play - Imaginative role play taking on different roles linked to project e.g. Goldilocks or Going on a Bear Hunt	• Uses movement to express feelings & emotions - yoga and dance • Dances with expression to different music. • Sing the pitch of a tone sung by another person ('pitch match'). • Remember and sing entire songs. • Explores volume and tempo using instruments
Summer Journeys Let's Celebrate	• Outdoor art – printing and painting. • Box modelling Join different materials and explore different textures. (making a vehicle) • Use drawing to represent ideas like movement or loud noises. (drawing vehicles moving) • Learn how to mix blue and red to make purple • Use various printing skills to create carnival outfit. • Open activities – children choose which materials to use to express themselves. • Learn to use tape with the support of an adult.	• Plays with blocks and shapes – will build and balance e.g. making a bridge • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	• Respond to what they have heard, expressing their thoughts and feelings. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. Performs simple songs to an audience.

RE and Spirituality

Autumn 1	Introduction to Christianity. Songs related to topic introduction. Belonging. Which people are special and why?
Autumn 2	Which stories are special and why? Lunchtime prayer. Incarnation (Understanding Christianity). Song – He’s got the whole world in his hands.
Spring 1	Our wonderful world: how can we care for living things and the earth? Lunchtime prayer. Creation (Understanding Christianity). Song – God made me
Spring 2	Salvation (Understanding Christianity) Lunchtime prayer. End of the day prayer. Song -
Summer 1	What stories are special and why? Lunchtime prayer. Creating own prayer. End of the day prayer. Song –
Summer 2	What times are special and why? Lunchtime prayer. Creating own prayer. End of the day prayer. Song - I’ve got joy joy joy in my heart.