


Long Term Planning

Foundation 1

School Drivers

- Mental Health and Resilience
- Communication Skills
- The Wider World

 Aim high and shine	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Celebrations	People who help us	Growing	Animals	Journeys
Educational visits/visitors		Diwali Dance Company	Fire engine Dentist Chinese New Year Dancing	Local woods Library	Wildlife area at school White post farm- animals in school Caterpillars Library	Allotment Library
Focused Texts Cycle 1	Elmer	Gingerbread man Stickman The First Christmas	Harry goes to school Emergency Peppa and the dentist	Jack and the beanstalk The enormous turnip The very hungry caterpillar	We're going on a bear hunt The Three Billy Goats Gruff What the ladybird heard	The Train Ride The Snail and the Whale The Everywhere Bear
Focused Texts Cycle 2			Peppa Pig: My Best Teacher Hospital Dog Flashing Fire Engines	Jasper's beanstalk Handa's Surprise Little Red Hen	Goldilocks and the Three Bears A Squash and a Squeeze The very lazy ladybird	Duck in the truck The magic train ride The Journey
PSED / Jigsaw	Being me in my world Text- Marvellous Me Settling in & transition Rules & routines	Celebrating difference Text- Barry the fish with fingers Learning to share toys and resources.	Dreams and goals Text- Don't worry Hugless Douglas Selecting resources and activities based on personal interests.	Healthy me Text- Grow strong: a book about healthy habits Beginning to be independent in self-care.	Relationships Text- Frank and Teddy make friends Playing in a group extending and initiating ideas.	Changing me Text- Visits to new classes Confident to try new activities and show independence, resilience and perseverance in the face of challenge.

	Beginning to interact with other children and adults in the setting.	Beginning to respond to the feelings and wishes of others.	Becoming more confident to try new activities and experiences with an element of perseverance.	Beginning to recognise danger and seeking support of adults for help. Oral health	Demonstrates friendly behaviour and initiates conversations. Has an awareness of own feelings and the feelings of others.	
Communication & Language	<p>Throughout the year- Children will- Learn & use new vocabulary in different contexts Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in small group S&L activities. Be supported in the provision through high quality adult interactions. Take part in the Talk Boost if further support is required in this area.</p>					
	<p>Responds to own. Makes requests using two words. Copies sounds. Listens to short stories and rhymes.</p>	<p>Joins in with songs and rhymes. Beginning to have favourite stories and rhymes. Understands simple questions and instructions. Starts to put short sentences together.</p>	<p>Understands a question or instructions that has two parts. Enjoys listening to longer stories and remembers much of what happens Expresses feelings, desires and needs.</p>	<p>Understands why questions. Asks questions and responds to questions using simple sentences. Identifies characters in favourite stories. Beginning to hold a conversation.</p>	<p>Understands instructions using prepositions. Uses longer sentences- 4-6 words. Beginning to use a wider range of vocabulary. Follows a story using props and pictures.</p>	<p>Remembers familiar stories and orally retells them. Debates when disagrees with an adult or friend using words. Starts a conversation with an adult or friend and continues it for many turns. Responds to a string of requests one after the other.</p>
Physical Development	<p>Throughout the year children will- Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by funky fingers activities & dough disco. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/yoga Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment/squiggle while you wiggle/yoga</p>					
	<p>Diwali dancing - responds to rhythm and music</p> <p>Squiggle while you wiggle –wiggle basic movements</p> <p>Outdoors – climbs on to small play equipment; walks up steps holding an adult's hand; uses feet to scoot on a trike</p> <p>Pencil skills – uses a fisted/ palmer grip</p>	<p>Chinese dancing - responds to rhythm and music</p> <p>Squiggle while you wiggle – wiggle and squiggle basic movements (large scale)</p> <p>Outdoors – goes up steps / climbs on apparatus using alternate feet; matches physical skills to tasks and activities; collaborates with others to manage larger items</p> <p>Pencil skills – uses a four finger grip; shows a preference for a dominant hand;</p>	<p>Sports Day</p> <p>Squiggle while you wiggle – wiggle and squiggle letter formation (letter families) - small scale</p> <p>Outdoors – continuing to develop movement, balancing, riding (scooters, trikes, bikes) and ball skills; starting to take part in team activities</p> <p>PE – circle games, parachute games, climbing and balancing, ball skills</p>			

					Pencil skills – uses a tripod grasp (3 finger); uses a comfortable grip to good control	
Literacy	Reading	<p>Holds a book and turns pages Enjoys sharing books with an adult Fills in missing words from a well-known rhyme Repeats songs, rhymes and familiar phrases from stories</p>	<p>Holds a book, turns pages, and indicates an understanding of pictures and print Shows a preference for a book / song / rhyme Asks questions and makes comments about books Develops play around favourite stories using props</p>	<p>Understands the 5 key concepts about print:</p> <ol style="list-style-type: none"> 1. Print has meaning 2. Print can have different purposes 3. We read English text from left to right and from top to bottom 4. Names of the different parts of the book 5. Page sequencing <p>Begins to develop phonological awareness:</p> <ol style="list-style-type: none"> 1. Spots and suggests rhymes 2. Counts or claps syllables 3. Recognises words with the same initial sounds. <p>Talks about events and characters in books and makes suggestions about what might next.</p>		
	Writing	<p>Randomly scribbles on the page Makes connections between actions and marks being made</p>	<p>Begins to practise forming the letters in their name. Has increasing control over tools like pencils and crayons. Distinguishes between marks they make (floor books) Uses some print and letter knowledge in their early writing.</p>	<p>Writes own name. Writes some letters accurately using a tripod grip. Tells an adult what they have drawn or painted.</p>		
	Phonics	<p>Songs and Rhymes (continues through the year) Rhyme of the week</p>	<p>Phase 1: Supersonic phonics Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion</p>	<p>Phase 1: Supersonic phonics Aspect 4: Rhyme and Rhythm</p>	<p>Phase 1: Supersonic phonics Aspect 5: Alliteration</p>	<p>Phase 1: Supersonic phonics Aspect 6: Body sounds Aspect 7: Oral blending and Segmenting</p>
Maths	<p>Introduce the daily calendar. Begins to take part in counting songs and rhymes.</p>	<p>Recognises numbers 0-3 Matches numerals Counts objects/actions Represents numbers using fingers Counts 1-1 to 3 Begins to form numbers 0-3</p>	<p>Recognises numbers 0-5 Matches numerals Counts objects/actions Represents numbers using fingers Counts 1-1 to 5 Begins to form numbers to 5 Shows one/less on fingers or using objects. Comparing groups</p>	<p>Recognises numbers 2-5 Matches numerals Counts objects/actions Represents numbers using fingers Counts 1-1 to 5 Begins to form numbers 5 Compares numbers begins to recognise the same, more, less</p>	<p>Recognises numbers 0-7 Counts objects/actions Represents numbers using fingers Begins to form numbers 6 & 7 Recites numbers in sequence forwards and backwards Recognise a number of objects without counting</p>	<p>Recognises numbers 0-10 Counts objects/actions Represents numbers using fingers Formation of 8,9 and 10 Counting forwards and backwards to 10 Recognise a number of objects without counting.</p>
Throughout the year- Understand the effect of changing seasons on the natural world around them.						

The Natural World	Small World reconstructions Where I live.	Melting & Freezing	Taking care of animals- Vets	Planting in outdoor area. How to take care of our plants.	Wildlife area White Post Farm animals Caterpillars	Cars on ramps Boats and water play
People, Cultures & Communities	Throughout the year - Recognise that people have different beliefs and celebrate special times in different ways					
	Recognises my own immediate family and relations Harvest	Beginning to notice differences in people and how they celebrate- Christmas, Bonfire Night, Diwali.	Make connections between features of my family and other families- Chinese New Year (Notice similarities with birthday and Christmas celebrations)	Imitate everyday actions and events from own family and cultural background- Easter, Mother's Day, (making and giving cards, Easter egg hunt) Talks about places I have been or places I have seen in photos (Library; Google maps)		Recognise and describe special times or events for family or friends- Father's Day Looking at holiday photos.
Past & Present	Throughout the year - Talk about members of their immediate family. Daily Calendar					
	Talks about something they have done today		Remembers and talks about significant events in their experience Shows interest in different occupations		Beginning to make sense of my own life-story (reflect on time in nursery)	
Expressive Arts & Design	Throughout the year - Home corner, themed outdoor role play areas, role play and small world areas will follow the child's own interests as the year progresses.					
	Pencil skills/Brush Skills Begins to explore mark-making	Introduce Fixing & joining skills Beginning to use a variety of construction materials Exploring Paint Explores how paint can be used to create a range of effects. Moves and dances to music; Begins to join in some songs - Diwali dancing/Xmas Concert	Collage techniques Beginning to use a range of materials to express my ideas - Moves and dances to music; Chinese dancing	Using a range of media- (chalk, wax crayons, paint, pencil) Expresses ideas and feelings through making marks	Paint skills- (colour mixing, printing) Explores colour and colour mixing Shows different emotions in their drawings and paintings	Fixing & joining skills (tape, glue, paper clips) Makes imaginative and complex small world with blocks and construction kits Joins different materials and explores different textures
Music	Beginning to join in with songs and rhymes	Shows an interest in sound-makers and instruments	Joins in with singing favourite songs and rhymes	Plays instruments in different ways	Remembers and sings entire songs	Creates own songs or improvises known songs

				Joins in with dancing and ring games	Sings the pitch of a tone sung by another person	
BRITISH VALUES	Democracy	Respect	Rule of Law	Mutual Tolerance	Individual Liberty	WHOLE SCHOOL PROJECT
SMSC/ Festivals	<ul style="list-style-type: none"> • Mental Health Awareness day • British Food Fortnight • Harvest Festival 	<ul style="list-style-type: none"> • Bonfire Night • Diwali • Remembrance Day • Internet safety Day • World Kindness Day • St Andrews • Christmas 	<ul style="list-style-type: none"> • New Year • Valentine's day • Big Garden Bird Watch 	<ul style="list-style-type: none"> • Mother's Day • St Patrick's day • St David's day • Pancake Day • World Book Day • Holi • Easter • World Autism Awareness day • Queen's birthday • Earth Day • St George's day • Mental Health Awareness Month 	<ul style="list-style-type: none"> • May Day • National Walking day • Walk to school week • Ramadan 	<ul style="list-style-type: none"> • The Big Lunch • Eid • World Ocean Day • Children's art week • Healthy Eating week • Father's Day