

# Foundation Stage Long Term Plan 2018-2019

Foundation Stage planning is used as a guide and not a "tick list". This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2																		
<b>TOPIC NAME</b>	<b>Superhero Me</b>	<b>Let's Celebrate!</b>	<b>Our Lovely Local Area</b>	<b>Under the sea</b>	<b>In the Garden</b>	<b>The Farm</b>																		
<b>PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p>PSED is not specifically planned for across the year, however there is a focus for circle times and our school GROW values are taught through circle sessions and throughout all areas of the EYFS curriculum. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Growth Mind set sessions are established in the Autumn term. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p> <p><b>Circle Time Focus:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">New Beginnings</th> <th style="width: 12.5%;">Friendships</th> <th style="width: 12.5%;">Going for Goals</th> <th style="width: 12.5%;">Good to be Me</th> <th style="width: 12.5%;">Relationships</th> <th style="width: 12.5%;">Changes</th> </tr> </thead> <tbody> <tr> <td><b>Moving and Handling:</b> Gross motor/upper body strength Ways of moving</td> <td><b>Moving and Handling:</b> Manipulative Skills 1 handed tools Speed direction and space</td> <td><b>Moving and Handling:</b> Continued manipulative skills Catching a large ball and other objects</td> <td><b>Moving and Handling:</b> Under over through balancing and climbing equipment</td> <td><b>Moving and Handling:</b> Continued manipulative skills Pushing, pulling, throwing, catching &amp; kicking</td> <td><b>Moving and Handling:</b> Continued manipulative skills Sportsmanship Stamina Team games</td> </tr> <tr> <td><b>Health and Self Care:</b> Use of toilet/snack area/changing for PE Importance of health and physical exercise</td> <td><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE</td> <td><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE</td> <td><b>Health and Self-care:</b> Use of the toilet/snack area/changing for PE Personal hygiene – clean nose, wash hands</td> <td><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene</td> <td><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene</td> </tr> </tbody> </table>						New Beginnings	Friendships	Going for Goals	Good to be Me	Relationships	Changes	<b>Moving and Handling:</b> Gross motor/upper body strength Ways of moving	<b>Moving and Handling:</b> Manipulative Skills 1 handed tools Speed direction and space	<b>Moving and Handling:</b> Continued manipulative skills Catching a large ball and other objects	<b>Moving and Handling:</b> Under over through balancing and climbing equipment	<b>Moving and Handling:</b> Continued manipulative skills Pushing, pulling, throwing, catching & kicking	<b>Moving and Handling:</b> Continued manipulative skills Sportsmanship Stamina Team games	<b>Health and Self Care:</b> Use of toilet/snack area/changing for PE Importance of health and physical exercise	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE	<b>Health and Self-care:</b> Use of the toilet/snack area/changing for PE Personal hygiene – clean nose, wash hands	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene
New Beginnings	Friendships	Going for Goals	Good to be Me	Relationships	Changes																			
<b>Moving and Handling:</b> Gross motor/upper body strength Ways of moving	<b>Moving and Handling:</b> Manipulative Skills 1 handed tools Speed direction and space	<b>Moving and Handling:</b> Continued manipulative skills Catching a large ball and other objects	<b>Moving and Handling:</b> Under over through balancing and climbing equipment	<b>Moving and Handling:</b> Continued manipulative skills Pushing, pulling, throwing, catching & kicking	<b>Moving and Handling:</b> Continued manipulative skills Sportsmanship Stamina Team games																			
<b>Health and Self Care:</b> Use of toilet/snack area/changing for PE Importance of health and physical exercise	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE	<b>Health and Self-care:</b> Use of the toilet/snack area/changing for PE Personal hygiene – clean nose, wash hands	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene	<b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene																			
<b>PHYSICAL DEVELOPMENT</b>	<p><b>Moving and Handling:</b> Gross motor/upper body strength Ways of moving</p> <p><b>Health and Self Care:</b> Use of toilet/snack area/changing for PE Importance of health and physical exercise</p>	<p><b>Moving and Handling:</b> Manipulative Skills 1 handed tools Speed direction and space</p> <p><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE</p>	<p><b>Moving and Handling:</b> Continued manipulative skills Catching a large ball and other objects</p> <p><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE</p>	<p><b>Moving and Handling:</b> Under over through balancing and climbing equipment</p> <p><b>Health and Self-care:</b> Use of the toilet/snack area/changing for PE Personal hygiene – clean nose, wash hands</p>	<p><b>Moving and Handling:</b> Continued manipulative skills Pushing, pulling, throwing, catching &amp; kicking</p> <p><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene</p>	<p><b>Moving and Handling:</b> Continued manipulative skills Sportsmanship Stamina Team games</p> <p><b>Health and Self Care:</b> Use of the toilet/snack area/changing for PE Personal Hygiene</p>																		
<b>COMMUNICATION LANGUAGE AND LITERACY</b>	<p>CLL is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and 'Marvellous Me' have a weighty focus on CLL as well as "talking partners/trios" and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as language and nurture groups are designed to support children who are not making Expected progress.</p>																							
<b>LITERACY</b>	<p><b>Reading:</b> <b>Guided reading:</b> behaviours Books with no words HFW to be sent home Rhyme and alliteration</p> <p><b>Writing:</b> Pencil grip Handwriting patterns</p> <p><b>Phonics:</b> Phase 1 /2</p> <p><b>Story Time:</b> Fiction and Non Fiction related to topic. Use target cards to inform planning and differentiation</p>	<p><b>Reading:</b> <b>Guided reading:</b> knowing how stories are structured Books with words HFW to be sent home Familiar words</p> <p><b>Writing:</b> Pencil grip Handwriting patterns</p> <p><b>Phonics:</b> Phase 1 /2/ 3</p> <p><b>Story Time:</b> Fiction and Non Fiction related to topic.</p>	<p><b>Reading:</b> <b>Guided reading:</b> Sentence structure: capital letters, full stops and finger spaces. Books with sentences. HFW to be sent home.</p> <p>Sentences</p> <p><b>Writing:</b> Handwriting -letters</p> <p><b>Phonics:</b> Phase 2 /3</p> <p><b>Story Time:</b> Fiction and Non Fiction related to topic</p>	<p><b>Reading:</b> <b>Guided Reading:</b> Simple Comprehension skills, questions Books with sentences HFW to be sent home</p> <p>Sentences</p> <p><b>Writing:</b> Handwriting - names Look/cover/write/check</p> <p><b>Phonics:</b> Phase 2/3/4</p> <p><b>Story Time:</b> Fiction and Non Fiction related to topic</p>	<p><b>Reading:</b> <b>Guided reading:</b> Simple Comprehension skills, questions. Books with sentences. HFW to be sent home. Sentences.</p> <p><b>Writing:</b> Handwriting – sentences Look/cover/write/check</p> <p>Use target cards to inform planning and differentiation</p> <p><b>Phonics:</b> Phase 2 /3 / 4</p> <p>Story Time: Fiction and Non Fiction related to topic</p>	<p><b>Reading:</b> <b>Guided Reading:</b> Fluency, expression Simple Comprehension skills, questions Books with stories HFW to be sent home Polysyllabic words</p> <p><b>Writing:</b> Handwriting: cursive Look/cover/write/check</p> <p><b>Phonics:</b> Phase 2 /3 / 4</p> <p>Differentiated Story Time: Fiction and Non Fiction related to topic</p>																		

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Superhero Me	Let's Celebrate!	Our Lovely Local Area	Under the sea	In the Garden	The Farm
<b>MATHS</b>	<p><b>Number:</b> Numbers to 10 Recognition 1:1 correspondence Sequencing Comparing</p> <p><b>Shape space and measures:</b> Recognition and use of 2D shapes</p>	<p><b>Number:</b> Numbers to 10/20 Recognition 1:1 correspondence Sequencing Comparing</p> <p><b>Shape space and measures:</b> Recognition and use of 2D shapes</p>	<p><b>Number:</b> Ordering numbers to 10/20 Addition 1 more/less Problem Solving/Estimating</p> <p><b>Shape Space and Measures:</b> Recognition and use of 3D shapes</p>	<p><b>Number :</b> Ordering numbers to 20 sequences Addition/Subtraction Problem Solving</p> <p><b>Shape Space and Measures:</b> Compare, estimate and order Length, weight and height</p>	<p><b>Number:</b> Counting on/back in ones Doubling/Halving/Sharing Problem Solving</p> <p><b>Shape space and Measures:</b> Compare, estimate and order capacity</p>	<p><b>Number:</b> Doubling/Halving/Sharing Problem solving including finding possibilities Counting in 2s, 5s and 10s</p> <p><b>Shape space and Measures:</b> Time - seasons, months, days, o'clock.</p>
<b>KNOWLEDGE OF THE WORLD</b>	<p><b>People and Communities:</b> What makes me special? Finding out about me, my family and my place in school. Family links-Gold Square</p> <p><b>The World:</b> The Local Area-where do we come from?</p> <p><b>Technology:</b> Everyday technology Logging on/Mouse control/keyboard skills</p>	<p><b>People and Communities:</b> Explore celebrations &amp; similarities &amp; differences. Diwali, Christmas, Bonfire Night &amp; Thanksgiving</p> <p><b>The World:</b> Christmas around the world. How do other people celebrate?</p> <p><b>Technology:</b> Everyday technology Logging on/Mouse control/keyboard skills</p>	<p><b>People and Communities:</b> Explore celebrations. Chinese New Year 25/1/20 Pancake Day/Valentine's day. People who help us in the community.</p> <p><b>The World:</b> The Local Area-what does it look like? Who works there? Exploring maps</p> <p><b>Technology:</b> Sound/Data logging Printing</p>	<p><b>People and Communities:</b> Easter Mother's Day 22/3/20 St David's day 1/3/20 St Patricks day 17/3/20</p> <p><b>The World:</b> Life as a pirate Investigating who lives in the sea Spring-new life</p> <p><b>Technology:</b> Logo/Control programming</p>	<p><b>People and Communities:</b> St Georges Day 23/4/20 Father's Day Eid 24/5/20</p> <p><b>The World:</b> In the garden-plants Growing and changing Mini beasts Life cycles</p> <p><b>Technology:</b> Data Handling Simulations and modelling</p>	<p><b>People and Communities:</b> Fundraising for charity</p> <p><b>The World:</b> Growing and changing Animals and their young Life on a farm</p> <p><b>Technology:</b> Photos and Videos Word processing</p>
<b>EXPRESSIVE ART AND DESIGN</b>	<p><b>Media and Materials:</b> Explore the simple media available in provision area Nursery rhymes</p> <p><b>Imagination:</b> Use the skills taught and own experiences independently within the provision areas</p>	<p><b>Media and Materials:</b> Texture: paint, mixing, clay Art techniques from a range of cultures Can draw shapes, pictures of people</p> <p><b>Imagination:</b> Use the skills taught and own experiences independently within the provision areas</p>	<p><b>Media and Materials:</b> Art techniques from other cultures Music from other cultures</p> <p><b>Imagination:</b> Use the skills taught and own experiences independently within the provision areas</p>	<p><b>Media and Materials:</b> Symmetry Use music to express feelings to a range of music and instruments</p> <p><b>Imagination:</b> Use the skills taught and own experiences independently within the provision areas</p>	<p><b>Media and Materials:</b> Famous Artist – Vincent Van Gogh Dancing – traditional, disco,</p> <p><b>Imagination:</b> Use the skills taught and own experiences independently within the provision areas</p>	<p><b>Media and Materials:</b> Sketching Observational drawings</p> <p><b>Imagination:</b> Use the skills taught and own experiences independently within the provision areas</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Superhero Me	Let's Celebrate!	Our lovely local area	Under the sea	In the Garden	The Farm
INTERVENTION PROGRAMMES	Phase 1 phonics/Nurture Group/provision support/motor skills united	Phase 1 and 2 phonics/ Nurture Group/provision support/motor skills united/Language groups	Phase 1 and 2 phonics/ Nurture Group/motor skills united/ Language groups CTG for Literacy/maths	Phase 2 and 3 phonics /Nurture Group/ motor skills united/ Language groups/ CTG for Literacy/maths	Phase 2 and 3 phonics/Nurture Group/ motor skills united/ Language groups/ CTG for Literacy/maths	Phase 2 and 3 phonics/Nurture Group/motor skills united/ Language groups/ CTG for Literacy/maths
ASSESSMENT	Baseline – start week 3 Baseline Assessments put onto SIMS	End of Term Assessments put onto SIMS Phonics tracker completed	Ongoing Assessment	End of Term Assessment put onto SIMS Phonics tracker completed	Ongoing Assessment	End of Year Assessment put onto SIMS by June (Date tbc) Phonics tracker completed
MODERATION	Baseline/target setting/focus children for intervention programmes/implications for provision All EYFS Team and HT	Target setting/focus children for intervention programmes/phonics/ guided reading/ implications for provision All EYFS Team	Observations/record keeping/books/phonics/ guided reading tracker	Target setting/focus children for intervention programmes/phonics/ guided reading/ implications for provision All EYFS Team	Writing All EYFS Team	End of Year moderation All EYFS Team Y1 teachers Literacy Co-ordinator
ASSESSMENT SHARED WITH PARENTS	Nursery Profiles One Page profiles Baseline Intervention Groups	End of term assessments Intervention groups Parents Evening target sheet	Phonics progress	Phonics progress Intervention groups Parents Evening target sheet with End of Term assessments	Phonics progress	Detailed end of year report
VISITS TRIPS AND EXPERIENCES	People who work at school Librarian visit Superhero day Rob Cline-talk	Pantomime Post office –letters to Santa Jofli's birthday party	Local area walk Librarian visit Mystery readers Fire Brigade Lollipop lady Parents - local area	Pirate workshop-Captain Dantastic Library Story Teller	Allotment Animal Magic workshop Christian workshop Butterfly Garden Bee keeper talk	Visit to farm Transition visits to new class
PARENTAL INVOLVEMENT	One to One meetings Meet the Teacher Curriculum Meeting	Stay and Play – focus on Phonics Harvest Festival	New Year's Welcome Big Art Exhibition	Stay and Play – focus on writing Traditional Tale Day Mother's Day	Trip to allotment Invite to animal magic workshop.	End of Year Party VIP visits
ACTION PLANNING	Prepare action Plan Consider previous year exit data and current entry data	Visit action plan Review Risk Assessment	Visit action plan Review Risk Assessment	Visit action plan Review Risk Assessment	Visit Action Plan Review Risk Assessment	Visit Action Plan Review Risk Assessment