

## Long Term Plan - Foundation Stage 2023-2024

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Exploring stories through mark making -Little Red Riding Hood -The Gingerbread Man -Billy Goats Gruff -The Three Little Pigs (All About Me)	List and label writing (People Who Help Us)	Shared Sentence Writing (Barnaby Bear - All Around the World)	Sentence Writing (Amber and the Three Racoons)	Story Telling introducing nouns and verbs (Tadpole's Promise - Nature)	Recount – real life experience writing  Sentence Writing introducing adjectives (Jasper and the Strong Sunflower - Fantasy)
Handwriting	Daily practice We start with mark making and focus on drawing different shapes and lines, until children are ready to learn the different lower case formations. Finger Gym Activities within the classroom provision to help strength muscles ready for writing					
Reading	Daily phonics lessons taught when children are full-time We follow 'Essential Letters and Sounds' sequence of teaching each sound. We hold a Phonics and Kinetic Letters Evening every September for parents.					
Science	Senses	Floating and sinking Everyday Materials and Properties (recycling, making a house for Barnaby Bear) Different Materials (house building)	Life cycles		Growing beans Plants	
Scientific Enquiry	Identifying and Classifying <b>Investigate</b> – through forest school sessions,	Comparative and Fair testing <b>Plan</b> – chn will select different materials they need for their experiment and explain why they chosen particular materials.	Observing Changes over Time <b>Investigate/Review</b> – make observations of animals and plants over time and notice what changes/stays the same.		Observing Changes over Time /Pattern seeking <b>Investigate/Record</b> – make observations of	

	chn will discuss the senses they are using through exploration of the environment Chn will record their thoughts, feelings and ideas verbally	Investigate through making observations of experiment and discuss how they ensure it is a fair test.		Record – verbally explain what they have noticed. Chn role play the stages of each life cycle.		growth. Look at similarities between each bean. Notice patterns between each plant and discuss why some have grown more than others. i.e. beans that are closer to the sun
History  Throughout the year to link and map events to our cohort timeline	When I was a baby unit -discussing photographs of babies and now -discussing toys they had as babies compared to grandparents	People Who Help Us (roles in society) -discovering what kind of jobs they do, as well as other jobs adult may have -children to explore how roles in society have changed over the years	Barnaby Bear -discussing places around the world: music, culture, babies born, house	Amber and the Three Racoons -discovering about racoons, where they originate from and how they've evolved  Past Events Easter, Noah's Ark	Past Events Little People, Big Dreams – focus 1 per week -to understand past events through characters	Planting a bean/seed -develop understanding of time and making comparisons to what else has changed over the year.

<b>Geography</b>	<b>Maps</b> Where do I live? -exploring where we live through maps of Duxton -using locational language of up, down, to the side, next to, under	<b>Discovering through books</b> -seaside -space – planets  Seasons – through outside classroom each term	<b>Barnaby Bear</b> –comparing different countries (capitals, climates, traditional food) *plot each place on a world map	<b>Racoons</b> -discovering where racoons originate from using maps  Easter Hunt – orienteering using a map of the school	<b>Past Events</b> -exploring past events plotting on map and discussing with how the world has changed since	<b>Planting a seed</b> -exploring how planting seeds can have an impact on the environment
<b>Art</b>  STEM Sentences *What do I like about my final product? *What would I change?	<b>Self-Portraits</b> <b>Naming colours</b>  Colouring mixing	<b>Joining Materials and Media</b> Junk modelling Christmas Cards Diva Lamps  <b>Piet Mondrian</b> Lego and Truck Art	<b>Aboriginal Art (acrylic paint)</b> Pointillism Koi Carp Fish	<b>Line Makings</b> Observational drawings  <b>Jim Dine</b> Layering Art	<b>Colour Changing</b> Experimenting adding water to filter paper  <b>Observational Drawings</b> Chicks, butterflies	<b>Junk Modelling</b> Designing and building a beanstalk through Michelle Readers work  <b>Observational Drawings</b> Beans growing – diary
<b>Design Technology</b>  STEM Sentence:	Making puppets and props for story telling	Sorting Healthy and Unhealthy Food	Designing a boat to test if it floats or sinks	Junk Modelling – Houses for Racoons	Creating a simple flap (life cycles)	Junk Modelling - Designing, labelling and building

What might you improve next time? What worked well? What didn't work as well?						
Computing	Closing and Opening Apps	Programming beebots *laminated symbols *algorithm *debugging	Laptops – using click and drag	Laptops – using click and drag	Taking photos (iPad, digital cameras)	Recording and play back short videos (iPad – storytelling app)
E-safety	Online Relationships I can give examples of how I (might) use technology to communicate with people I know	Online Reputation I can identify ways that I can put information on the internet.	Self-Image and Identity I can recognise, online or offline, that anyone can say 'no' – 'please stop' – 'I'll tell' – 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	Online Bullying I can describe ways that some people can be unkind online.	Managing Online Information/Privacy and Security/Copyright and Ownership I can identify devices I could use to access information on the internet.	Health, Well-being and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology
Music	In Reception, music lessons involve: <ul style="list-style-type: none"> <li>• Build a bank of songs</li> <li>• Explore the different sounds of musical instruments</li> <li>• Perform as part of a group</li> </ul>					

	<ul style="list-style-type: none"> <li>• Explore ways to changes sounds</li> <li>• Make their own musical instruments</li> <li>• Listen to music from around the world</li> <li>• Instrument of the week introduced 2 terms, exposure to all instruments and sounds from around the world</li> </ul>					
P.E	Spatial awareness Static balances	Dance Travelling in different ways	REAL PE	Apparatus	Sports Day Practise	Team Games
R.E	<b>Ourselves –</b> Where do we belong? *circle times – siblings, pets, home life *hobbies/clubs/ interests	<b>Celebrations and Special Times –</b> What happens at a festival? What times are important to me? Why is a birthday special? How do we celebrate it? How does this make you feel? Christmas Diwali Chinese New Year		<b>Special Books</b> –Share own favourite story -What can we learn from stories from different religions? What can we learn from the story of Noah's Ark? Easter Holi	<b>Celebrations and Special times –</b> What happens at a wedding or when a baby is born? What special times have you shared with your family? St. George's Day Graduations, diva lamps, birthday cards	<b>Special Books –</b> What can we learn from stories from different religions? How do Muslims celebrate a new baby?
Core Learning Skills Focus	Introducing: *F.I.S.H *Growth Mindset Minibeasts *Key Threads	*I can ask for help from an adult in an appropriate way *I can practise	*I can ask for something using please and thank you.	* I can talk about what I need to get better at with the help of an adult	*I can look at the person I am speaking/listening to *I can speak audibly and my point be	* I can understand the difference between fair and unfair *I know how to use

	<p>*I can share an activity with another peer</p> <p>*I can respond to adults wanting the class' attention (3, 2, 1, eyes)</p>	<p>my reading at home with an adult</p> <p>*I can share an activity with another peer</p> <p>*I can show care for things in the classroom</p> <p>*I can demonstrate listening to the speaker by using eye contact</p> <p>*I can take turns</p>	<p>*I can share with adult support</p> <p>*I can work out how to solve a problem</p> <p>*I can ask for help from an adult in an appropriate way</p> <p>*I can talk about what I need to get better at with the help of an adult.</p>	<p>*I can use simple coping strategies when I encounter a problem</p> <p>*I can follow instructions involving a few ideas or actions</p> <p>*I can identify things, objects, materials and people who are able to help me start a task</p>	<p>understood by adults and children, using appropriate vocabulary provided</p> <p>*I can take turns when sharing equipment</p> <p>*I can understand the difference between fair and unfair</p> <p>*I can ask questions about what, who and when</p>	<p>the internet safely</p> <p>*I can respond to adults wanting the class' attention (3, 2, 1, eyes)</p>
PSHE	<p>Being Me in My World</p> <p>Piece 2 -I can start to recognise and manage my feelings</p>	<p>Celebrating differences</p> <p>Piece 1 &amp; 2 together – I understand that being different makes</p>	<p>Dreams and Goals</p> <p>Piece 2 – I can tell you about a time I didn't give</p>	<p>Healthy Me- First Aid focus</p> <p>Piece 1&amp;2 together – I understand that I need to exercise to</p>	<p>Relationships</p> <p>Piece 1 – I can identify some of the jobs I do on my family</p>	<p>Changing Me- SRE unit</p> <p>Piece 1 – I can name parts of the body</p>

	<p>(identifying different emotions)</p> <p><b>Piece 3</b> – I enjoy working with others to make school a good place to be</p> <p><b>Piece 5</b> – I am starting to understand children's rights</p> <p><b>Piece 6</b> – I am learning about what responsible means</p>	<p>us all special (identifying what I am good at)</p> <p>P4C – judging by appearance/ challenging gender stereotypes</p> <p><b>Piece 5</b> – I can tell you how to be a good friend</p> <p><b>Piece 6</b> – I know which words to use to stand up for myself</p>	<p>up until I achieved my goal</p> <p><b>Piece 3</b> – I can set a goal and work towards it.</p>	<p>keep my body healthy</p> <p><b>Piece 3</b> – I know which foods are healthy/unhealthy (covered in Term 1 and Term 5 in PD)</p> <p><b>Piece 5</b> – I understand the importance of washing hands</p> <p><b>Piece 6</b> – I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p><b>Piece 2</b> – I know how to make friends to stop myself feeling lonely</p> <p><b>Piece 3&amp;4</b> – I can think of ways to solve problems and stay friends. I understand the impact of kind words</p>	<p><b>Piece 3</b> – I understand that we grow from babies to adults (also covered in term 1 for CaL)</p> <p><b>Piece 4&amp;5 together</b> – I can express how I feel about moving to year 1 (reflection time and report comments).</p> <p><b>Piece 6</b> – I can share my memories of the best bits in Foundation Stage</p>
<p>Characteristics of Effective Learning</p>	<p><b>Playing and exploring- engagement</b></p> <ul style="list-style-type: none"> <li>*finding out and exploring</li> <li>*playing with what they know</li> <li>*being willing to 'have a go'</li> </ul> <p><b>Active learning- motivation</b></p> <ul style="list-style-type: none"> <li>*being involved and concentrating</li> <li>*keep trying</li> <li>*enjoying and achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically- thinking</b></p> <ul style="list-style-type: none"> <li>*having their own ideas</li> <li>*making links</li> <li>*choosing way to do things</li> </ul>					

Trips/visits/experiences		Visitors: Fire Service PCSO Nurse  Local walk to the post box  Christmas Workshop	Parents of children to share world knowledge	Easter egg hunt – orienteeing		Farm Visit  End of Year Workshop
--------------------------	--	---	--	----------------------------------	--	--