

## Foundation Stage long term plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<b>Marvellous Me</b>		<b>Amazing animals.</b>		<b>Once upon a time</b>	
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
<b>Physical development</b>	Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.		Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.		Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	
<b>PE</b>	Movement development unit. Fun and games unit		Ball skills unit Dance unit		Athletics – basic movements	
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story times. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.		Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.		Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	

<b>Literacy</b>	<p>Recognise words with the same initial sound. Write some letters accurately</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<b>Mathematics</b>	<p>Singing number songs.</p> <p>Counting objects with 1:1 correspondence.</p> <p>Recognising numerals 1-20 and counting the correct number of objects to represent that numeral.</p>	<p>Count reliably with numbers to 20. order them and say which is 1 more and 1 less than a given number. Add and subtract using objects and beginning to use the correct language. Begin to use mathematical names for 2D and 3D shapes, using mathematical terms to describe shape.</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
<b>Understanding of the World</b>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Recognise some environments that are different to the one in which they live. Draw information from a simple map.</p> <p>Explore the natural world around them.</p>	<p>Understand that some places are special to members of their community.</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>
<b>Expressive Arts and Design</b>	<p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Kapow unit - Exploring sound</p> <p>Create collaboratively sharing ideas, resources, and skills. Kapow unit -</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Kapow unit - Musical stories</p> <p>Watch and talk about dance and performance art, expressing their</p>

			Music and movement		feelings and responses. Kapow unit - Big Band	
<b>RE</b>	<b>Being Special</b> Where do I belong	<b>Incarnation</b> – why do Christians perform the Nativity play at Christmas?	What times/stories are special and why?	<b>Salvation</b> –Why do Christians put a cross in an Easter garden?	<b>God</b> unit – why is the word God so important to Christians?	What places are special and why?