

Foundation Stage long term plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Marvellous Me		Amazing animals.		Once upon a time	
Personal, Social and Emotional Development	<p>Developing confidence to speak to others about their needs, wants, interests and opinions.</p> <p>Becoming aware of school expectations through developing our class rules and behaviours. Working together as a team.</p> <p>Making new friends and working relationships with adults.</p>		<p>Developing steps to resolve conflict with others. Play co-operatively , taking turns with others.</p> <p>Develop confidence to try new activities and talk about their ideas in small groups.</p> <p>Talk about their own feelings and those of others, talk about their own behaviour and its consequences and know that some behaviour is unacceptable.</p>		<p>Take account of one another's ideas about how to organise their activity</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	

<p>Physical development</p>	<p>Dress and undress independently. To go to the toilet by myself and wash my hands without support. Introduction to the large hall space. Introduction to our kinetic letters poses and jumper family.</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Show good control and co-ordination in large and small movements. Manage their own basic hygiene and personal needs successfully.</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
<p>Communication and Language</p>	<p>Listening and attention skills developed through stories and rhymes. Able to maintain concentration and attention during small group discussions. Talk about ourselves, our likes and dislikes, our families.</p>	<p>Listen to stories and respond with relevant comments, questions or actions. Listens and responds to instructions and responds to ideas expressed by others in discussions. Express themselves effectively, showing awareness of listeners' needs.</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions and they use past, present and future forms accurately.</p>

Literacy	<p>Recognising and writing our own names. Begin to link sounds to letters and hear initial sounds in words.</p>	<p>Read and understand simple sentences using phonic knowledge to decode words. Use phonic knowledge to write words which match their spoken sounds.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Show good control and co-ordination in large and small movements. Manage their own basic hygiene and personal needs successfully.</p>	<p>Children read and understand simple sentences. They read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
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<p>Mathematics</p>	<p>Singing number songs. Counting objects with 1:1 correspondence. 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>
<p>Understanding of the World</p>	<p>Learning about our families, who is in our family?, where do we live?. Finding out about our new friends and class. Talk about own lives, similarities and differences to others.</p>	<p>Look closely at similarities and differences, patterns and change in relation to living things. Make observations of animals and plants. ICT– complete a simple program on a computer. Uses ICT to interact with age appropriate software.</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and</p>

	ICT– introduction to class laptops, interactive white boards and Ipads.			traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They select and use technology for particular purposes.		
Expressive Arts and Design	Singing songs. Exploring colour using different materials. To construct with a purpose in mind. Role-play in home corner. Explore musical instruments.		Constructs with a purpose in mind, using a variety of resources and using a variety of tools and techniques appropriately. Introduce a storyline or narrative into their play and act it out. Choose particular colours for a purpose		Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	
RE	Being Special Where do I belong	Incarnation – why do Christians perform the Nativity	What times/stories are special and why?	Salvation –Why do Christians put a cross in	God unit – why is the word God so important	What places are special

		play at Christmas?		a an Easter garden?	to Christians?	and why?
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