



Foundation Stage 2018-2019 Long Term Plan

Within each topic we will explore a range of different subtopics and this planning is used as a guide which can be changed to ensure that teaching staff 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
TOPIC	Starting School/ Something Special	Arctic and Antarctic	Traditional Tales	Go Wild	Dinosaur Planet	Dig Dig Dig
PRIME AREAS						
PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT	<p>PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. 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>					
	Circle Time Focus:	New Beginnings / Golden Rules	Friendships	Achievements	Being Me	Changes
PHYSICAL DEVELOPMENT	Moving and Handling: Manipulative Skills Speed, direction and space Health and Self Care: Using of the toilet and washing hands. Preparing the snack area Shoes, socks and jumpers for PE	Moving and Handling: Manipulative Skills 1 handed tools Speed direction and space, avoiding obstacles Health and Self Care: What is personal hygiene? Cleaning the snack area Changing for PE	Moving and Handling: Under, over, and through. Balancing and climbing equipment Health and Self Care: Personal hygiene – knowing when to go the toilet, wash hands /clean nose. Snack area. Changing for PE	Moving and Handling: Continued manipulative skills Pushing, pulling, throwing, catching and kicking Health and Self Care: Use of the toilet/snack area/ Changing for PE Effects of exercise Personal Hygiene	Moving and Handling: Continue under, over, and through. Balancing and climbing equipment Pushing, pulling, throwing, catching and kicking Health and Self Care: Effects of exercise Personal Hygiene	Moving and Handling: Continued manipulative skills Sportsmanship Stamina team games Health and Self Care: Use of the toilet/snack area Changing for PE Personal Hygiene
COMMUNICATION AND LANGUAGE	<p>CL is not specifically planned for across the year. All aspects of developing CL is considered throughout daily classroom practice, continuous provision, sessions such as circle time, show and tell plus guided reading have a focus on CL as well as “talking buddies” and clear classroom rules and routines. Observations, next steps and target setting support the development of individuals. Intervention and nurture groups are designed to support children who are not making the expected progress.</p>					
SPECIFIC AREAS						
LITERACY	Reading: Guided reading: Behaviour	Reading: Guided reading: Knowing	Reading: Guided reading: Sentence	Reading: Guided Reading : Simple	Reading: Guided reading: Simple	Reading: Guided Reading: Fluency,



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	<p>management when reading in groups. Books with no words. HFW to be sent home. Rhyme and alliteration writing: Pencil grip Handwriting patterns Phonics: Phase 1 /2 Story Time: Fiction and Non Fiction related to topic Use target cards to inform planning and differentiation</p>	<p>how stories are structured. Books with words. HFW to be sent home. Familiar words writing: Pencil grip Handwriting patterns Phonics: Phase 1 /2/ 3. Differentiated Story Time: Fiction and Non Fiction related to topic Use target cards to inform planning and differentiation</p>	<p>structure: capital letters, full stops and finger spaces Books with sentences. HFW to be sent home Sentences writing: Handwriting -letters (cursive??) Use target cards to inform planning and differentiation Phonics: Phase 1 /2 /3. Differentiated Story Time: Fiction and Non Fiction related to topic Use target cards to inform planning and differentiation</p>	<p>comprehension skills and questions. Books with sentences HFW to be sent home. Sentences Writing: Handwriting - names Look/cover/write/ch eck Use target cards to inform planning and differentiation Phonics: Phase 2/3/4. Differentiated Story Time: Fiction and Non Fiction related to topic Use target cards to inform planning and differentiation</p>	<p>comprehension skills and questions. Books with sentences. HFW to be sent home Sentences Writing: Handwriting – sentences Look/cover/write/ch eck Use target cards to inform planning and differentiation Phonics: Phase 2 /3 / 4. Differentiated Story Time: Fiction and Non Fiction related to topic Use target cards to inform planning and differentiation</p>	<p>expression, simple comprehension skills and questions Books with stories HFW to be sent home Polysyllabic words Writing: Handwriting: cursive Look/cover/write/ch eck Use target cards to inform planning and differentiation Phonics: Phase 2 /3 / 4. Differentiated Story Time: Fiction and Non Fiction related to topic Use target cards to inform planning and differentiation</p>
NUMERACY	<p>Number: Numbers to 10 Recognition 1:1 correspondence, sequencing and comparing Shape space and measures:</p>	<p>Number: Numbers to 10/20 Recognition 1:1 correspondence, sequencing and comparing Shape space and measures: Recognition and use</p>	<p>Number: Addition Problem Solving Shape Space and Measures: Recognition and use of 3D shapes Use target cards to</p>	<p>Number : Addition Subtraction Shape Space and Measures: Compare, estimate and order Length, weight and height</p>	<p>Number: Doubling halving and sharing Shape space and Measures: Compare, estimate and order capacity Use target cards to inform</p>	<p>Number: Doubling, halving and sharing Shape space and Measures: Time - seasons, months, days, o'clock,</p>



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	Recognition and use of 2D shapes Use target cards to inform planning and differentiation	of 2D shapes Use target cards to inform planning and differentiation	inform planning and differentiation	Use target cards to inform planning and differentiation	planning and differentiation	Use target cards to inform planning and differentiation
UNDERSTANDING OF THE WORLD	People and Communities: Me, My School and My community The World: Autumn, Harvest Technology: Everyday technology Logging on Mouse control/keyboard skills	People and Communities: Diwali Christmas The World: Arctic and Antarctic Technology: Everyday technology Logging on Mouse control/keyboard skills iPads	People and Communities: New Year Chinese New Year Pancake Day The World: Winter Technology: Sound/Data logging Printing iPads	People and Communities: Easter Mother's Day The World: Plants Spring Technology: Logo/Control programming iPads	People and Communities: St Georges Day Father's Day The World: Climate changes Technology: Data Handling Simulations and modelling iPads	People and Communities: Fundraising for charity The World: Summer Technology: Photos and Videos iPads
EXPRESSIVE ARTS AND DESIGN	Media and Materials: Explore the simple media available in provision area. Nursery rhymes. Imagination: Use the skills taught and own experiences independently within the provision areas	Media and Materials: Texture: paint, mixing, clay Art techniques from a range of cultures Can draw shapes, pictures of people. Imagination: Use the skills taught and own experiences independently within the provision areas	Media and Materials: Art techniques from other cultures Music from other cultures Imagination: Use the skills taught and own experiences independently within the provision areas	Media and Materials: Famous Artist – Vincent Van Gogh Use music to express feelings to a range of music and instruments. Imagination: Use the skills taught and own experiences independently within the provision areas	Media and Materials: Symmetry Dancing – traditional, disco... Imagination: Use the skills taught and own experiences independently within the provision area	Media and Materials: Sketching, observational drawings. Imagination: Use the skills taught and own experiences independently within the provision areas