



Long Term Planning Foundation 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me Who am I?	Celebrations <i>What do you celebrate?</i>	People who help us <i>Who can help us?</i>	<i>Transport</i> <i>How will we get there?</i>	Growth and mini beasts How does your garden grow?	Water <i>Where will we find water?</i>
Educational visits/ visitors	Harvest festival	Church visit Pantomime	Police/ Fire fighter visit Chinese New Year Dancing		Tropical Butterfly House/ White Post Farm Caterpillars	
Texts	<ul style="list-style-type: none"> We're Going on a Bear Hunt We're Going to Find the Monster Funny bones Once There Were Giants Owl babies The Little Red Hen The Three Little Pigs 	<ul style="list-style-type: none"> The Gunpowder Plot Cbeebies Fireworks song The First Diwali - Rama and Sita Colour poem- What is Pink? By Christina Rossetie The First Christmas 	<ul style="list-style-type: none"> Non-fiction texts Police Officers on Patrol Dot the Fire Dog Topsy and Tim go to the dentist Mog and the VET Chinese New Year – The Great Race 	<ul style="list-style-type: none"> Duck in the Truck The Train Ride The Naughty bus Mr Gumpys Outing Whatever Next The Last Stop on Market Street Emma Jane's Aeroplane 	<ul style="list-style-type: none"> Minibeast non-fiction books The Very Hungry Caterpillar Oliver's vegetables Yucky Worms Easter Story Jack and the Beanstalk 	<ul style="list-style-type: none"> The Rainbow fish Noah's Ark The Water Princess The Little Raindrop The Lighthouse Keeper's Lunch Duffy's Lucky Escape

PSED	<p>Rules and routines. Know we have rules to keep us safe. Increasingly follow rules, understanding why they are important.</p> <p>Compare our likes and dislikes. Compare differences in physical appearance. Notice differences between people. Develop positive attitudes about the differences between people.</p> <p>Know who is in their family. Talk about own family.</p> <p>Make healthy choices about food, drink</p>	<p>Feelings stories Explore emotions beyond their normal range - through play and stories. Talk about their feelings.</p> <p>Beginning to respond to the feelings and wishes of others. Demonstrate friendly behaviour and start conversations</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Make healthy choices about food, drink and toothbrushing. Oral health – dentists Safety – Polic, Fire fighters</p> <p>AREP Lessons 1 and 2 Continue developing positive attitudes about the differences between people Establish sense of responsibility and membership of the community.</p>	<p>Road safety</p> <p>Friendship and kindness What makes a good friend</p> <p>Feelings – zones of regulation Talk about feelings Understand how others might be feeling</p> <p>Listen to others and take turns</p>	<p>Growing Healthy eating</p> <p>Begin to understand the needs to respect and care for the natural environment and all living things.</p> <p>Discuss how to care for minibeasts</p> <p>Friendship and kindness What makes a good friend.</p> <p>Feelings – zones of regulation Fear</p>	<p>Keeping safe Sun safety Water safety Beginning to recognise danger and seeking support of adults for help. Perseverance in the face of challenge.</p>

Communication & Language	<p>Throughout the year- Children will- Learn & use new vocabulary in different contexts Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. rhymes, poems, and songs. Take part in small group S&L activities. Be supported in the provision through high quality adult interactions.</p>					
	<p>Responds to own. Makes requests using two words. Copies sounds. Listens to short stories and rhymes.</p>	<p>Joins in with songs and rhymes. Beginning to have favourite stories and rhymes. Understands simple questions and instructions. Starts to put short sentences together.</p>	<p>Understands a question or instructions that has two parts. Enjoys listening to longer stories and remembers much of what happens Expresses feelings, desires and needs.</p>	<p>Understands why questions. Asks questions and responds to questions using simple sentences. Identifies characters in favourite stories. Beginning to hold a conversation.</p>	<p>Understands instructions using prepositions. Uses longer sentences- 46 words. Beginning to use a wider range of vocabulary. Follows a story using props and pictures.</p>	<p>Remembers familiar stories and orally retells them. Debates when disagrees with an adult or friend using words. Starts a conversation with an adult or friend and continues it for many turns. Responds to a string of requests one after the other.</p>

	<p>Throughout the year children will- Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by dough disco. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/yoga Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment and rhyme and write</p>		
<p>Physical Development</p>	<p>Squiggle and Wiggle/ Dough Disco – arm and hand movements (large scale), pre-writing shapes, coordination Develop manipulation and control. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Outdoors – climbs on to small play equipment; walks up steps holding an adult’s hand; uses feet to scoot on a trike Continue to develop their movement, balancing, riding and ball skills</p> <p>Pencil skills – uses a fist/ palmar grip Use a comfortable grip with good control when holding pens and pencils.</p> <p>PE – Multi-skills, Yoga Walk, run, jump and climb Skip, hop, stand on one leg and hold a pose for a game like musical statues. Continue to develop their movement, balancing, and ball skills.</p>	<p>Chinese dancing - responds to rhythm and music</p> <p>Squiggle and Wiggle/ Dough Disco – develop arm, hand and finger movements, pre-writing shapes, coordination, letter formation Develop manipulation and control. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Outdoors – goes up steps / climbs on apparatus using alternate feet; matches physical skills to tasks and activities; collaborates with others to manage larger items</p> <p>Pencil skills – uses a four finger grip; shows a preference for a dominant hand;</p> <p>PE – dance, gymnastics Clap and stamp to music. Go up steps and stairs, or climb up apparatus, using alternate feet. Continue to develop their movement, balancing, riding and ball skills.</p>	<p>Sports Day</p> <p>Squiggle and Wiggle/ Dough Disco – develop arm, hand and finger movements, pre-writing shapes, coordination, letter formation Develop manipulation and control. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks. scale</p> <p>Outdoors – continuing to develop movement, balancing, riding (scooters, trikes, bikes) and ball skills; starting to take part in team activities</p> <p>Pencil skills – uses a tripod grasp (3 finger); uses a comfortable grip to good control</p> <p>PE –parachute games, multi-skills, ball skills Walk, run, jump and climb Skip, hop, stand on one leg and hold a pose for a game like musical statues. Enjoy starting to kick, throw and catch balls. Continue to develop their movement, balancing, riding and ball skills.</p>

<p>Maths</p> <p>White Rose followed Areas can be taught in any order and revisited where necessary</p>	<p>Comparison 1 More than, fewer than Compare amounts, saying 'lots', 'more' or 'same'. (M: 0-3) Compare quantities using language: 'more than', 'fewer than'. (M: 3-4)</p> <p>SSM 1 Explore and build with shapes and objects Talk about and explore 2D and 3D shapes. (3-4)</p> <p>Pattern 1 Explore Repeats Notice patterns and arrange things in patterns. (M: 3-4)</p> <p>Counting 1 Hear and say number names Recite numbers past 5. (M 3-4)</p> <p>Counting 2 Begin to order number names Recite numbers past 5. (M 3-4)</p>	<p>Pattern 2 Join in with repeats Notice patterns and arrange things in patterns. (0-3)</p> <p>SSM 2 Explore position and space Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy' (0-3) Understand position through words alone (3-4)</p> <p>Subitising 2 Show me 1, 2, 3 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4) Show 'finger numbers' up to 5 (3-4)</p> <p>Counting 3 Move and label 1, 2, 3 Say one number for each item in order: 1, 2, 3, 4, 5. (M: 3-4) Show 'finger numbers' up to 5. (M: 3-4) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (M: 3-4)</p>	<p>SSM 3 Explore position and routes Climb and squeeze themselves into different types of spaces. (M 0-3) Complete inset puzzles. (M 0-3) Discuss routes and locations, using words like 'in front of' and 'behind'. (M 3-4)</p> <p>Pattern 3 Explore own first patterns Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc (M 3-4)</p> <p>Counting 4 Take and give 1, 2, 3 Say one number for each item in order: 1,2,3,4,5. (M 3-4) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') (M 3-4)</p> <p>SSM 4 Match, talk Push and Pull Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (M 3-4) Combine shapes to make new ones – an arch, a bigger triangle, etc. (M 3-4) Describe a familiar route. (M 3-4)</p>	<p>Subitising 3 Talk about dots Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5 (3-4)</p> <p>Comparison 2 Compare and sort collections Compare quantities using language: 'more than', 'fewer than'. (3-4)</p> <p>Pattern 4 Lead own repeats Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc</p> <p>SSM 5 Start to puzzle Talk about and explore 2D and 3D shapes) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4) Discuss routes and locations, using words like 'in front of' and 'behind' (3-4)</p>	<p>Pattern 5 Making patterns together Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Subitising 4 Make games and actions Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. (3-4)</p> <p>Counting 5 Show me 5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3-4) Show 'finger numbers' up to 5. (3-4) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4)</p>	<p>Pattern 6 My own pattern Extend and create ABAB patterns – stick, leaf, stick, leaf. (3-4) Notice and correct an error in a repeating pattern. (3-4) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (3-4)</p> <p>Counting 6 Stop at 1, 2, 3, 4, 5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3-4) Show 'finger numbers' up to 5. (3-4) Experiment with their own symbols and marks as well as numerals. (3-4)</p> <p>Comparison 3 Match sort and compare Compare quantities using language: 'more than', 'fewer than' (3-4)</p>
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The Natural World	Throughout the year- Understand the effect of changing seasons on the natural world around them.					
	<p>Talks about changes they notice Signs of Autumn</p>	<p>Explores materials with similar or different properties- Rangoli patterns</p>	<p>Shows an interest in animals and is beginning to understand that we need to take care of them. Vets</p> <p>Talks about changes they notice. Signs of Winter Freezing and melting (weather/ baking)</p>	<p>Explores and talks about different forces. Talks about changes they notice. Explore how things work. Cars and ramps Wheeled toys</p>	<p>Shows an interest in plants and is beginning to understand that we need to take care of them Shows an interest in animals and is beginning to understand that we need to take care of them. Planting in outdoor area Planting a bean Wildlife area Butterfly House/ White Post Farm Understands the key features of an animal life cycle Caterpillars</p>	<p>Talks about what they see using a wide vocabulary Asks questions about the natural world. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Water cycle Boats Waterplay</p>

People, Cultures & Communities	Throughout the year - Recognise that people have different beliefs and celebrate special times in different ways					
	<p>Recognises my own immediate family and relations Talk about own family Share family photos</p> <p>Make connections between the features of their family and other families. Begin to make sense of their own life-story and family's history.</p> <p>Notice differences between people. Similarities and differences Looking in mirrors at our own physical features</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know that different people celebrate different times in different ways Christmas, Bonfire Night, Diwali.</p>	<p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Chinese New Year</p>	<p>Imitate everyday actions and events from own family and cultural background</p> <p>Easter, Mother's Day,</p> <p>Talks about places I have been or places I have seen in photos (Library; Google maps)</p>	<ul style="list-style-type: none"> • Show interest in different occupations. Train driver, bus driver, pilot • Continue developing positive attitudes about the differences between people. Different people on the bus. 	<p>Recognise and describe special times or events for family or friends. Father's Day</p> <p>Know there are different countries in the world and talks about differences they have seen and experienced in photos.</p>

Past & Present	Throughout the year - Talk about members of their immediate family. Daily calendar					
	Talks about something they have done today Snack time reflection time Birthdays Family Look at baby photos		Remembers and talks about significant events in their experience Shows interest in different occupations Interviewing people who help us		Beginning to make sense of my own life-story (reflect on time in nursery) Holiday memories	
Expressive Arts & Design	Throughout the year - Home corner, themed outdoor role play areas, role play and small world areas will follow the child's own interests as the year progresses.					
	<u>Pencil skills/Brush Skills</u> Begins to explore Mark making Self portraits <u>Collage techniques</u> Beginning to use a range of materials to express my ideas <u>All About Me</u> <ul style="list-style-type: none"> Box modelling houses Large construction houses Self-portraits Natural collages Leaf Man Artist: Acrimboldo (vegetable faces)	<u>Introduce Fixing & joining skills</u> Beginning to use a variety of construction materials <u>Exploring Paint</u> Explores how paint can be used to create a range of effects. <u>Using a range of media-</u> Clay diva lamps Begins to join in some songs – Christmas songs <u>Celebrations</u> <ul style="list-style-type: none"> Christmas decorations Colour mixing Painting fireworks Clay diva lamps Rangoli patterns Artist: Middleton Manigault - The Rocket (1909)	<u>Collage techniques</u> Beginning to use a range of materials to express my ideas <u>Fixing & joining skills</u> Beginning to use a variety of construction materials making houses puppets - Moves and dances to music; Chinese dancing <u>People who help us</u> <ul style="list-style-type: none"> Chinese art Tooth Fairy house Chinese lion/ dragon heads Animal sculptures/ models Animal paintings Portraits of people who help us Artist: Xuande porcelain Chinese pottery	<u>Using a range of media-</u> (chalk, wax crayons, paint, pencil) Expresses my ideas and feelings through making marks Easter cards Mothers day cards Painting vehicles – London transport <u>Transport</u> <ul style="list-style-type: none"> Vehicle model making (FS2 axels and moving wheels) Tyre marks Shape printing vehicles Structures landmarks Architects (Gustave Eiffel) Artist: Oliver Jeffers (drawing)	<u>Paint skills-</u> (colour mixing, printing) Explores colour and colour mixing Shows different emotions in their drawings and paintings <u>Growth and mini beasts</u> <ul style="list-style-type: none"> Easter cards Mothers' day cards Making bug/ animal homes Making mini beast sculptures Observational drawing Painting butterflies (symmetry) Artist: Eric Carle illustrations/ collage	<u>Fixing & joining skills</u> (tape, glue, paper clips) Makes imaginative and complex small world with blocks and construction kits Joins different materials and explores different textures <u>Paint skills-</u> (colour mixing, printing) water lilies claude Monet <u>Water</u> <ul style="list-style-type: none"> Fathers' day cards Collage lighthouse Model lighthouse Pulleys Colour mixing/ shades Water colour painting Make a boat that floats Construct a bridge Sea creature paintings Artist: Claude Monet Water Lilies

<p>Music</p>	<p>Beginning to join in with songs and rhymes</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p>	<p>Shows an interest in soundmakers and instruments</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures</p>	<p>Joins in with singing favourite songs and rhymes</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Plays instruments in different ways</p> <p>Joins in with dancing and ring games</p>	<p>Remembers and sings entire songs</p> <p>Sings the pitch of a tone sung by another person</p>	<p>Creates own songs or improvises known songs</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>
<p>SMSC/ Festivals</p>	<ul style="list-style-type: none"> • Mental Health Awareness day • Harvest Festival 	<ul style="list-style-type: none"> • Children in Need • Bonfire Night • Diwali • Hanukkah • Remembrance Day • Day • World Kindness Day • St Andrew's Day • Christmas 	<ul style="list-style-type: none"> • New Year • Valentine's day • Safer Internet Day • Big Garden Bird Watch 	<ul style="list-style-type: none"> • Mother's Day • St Patrick's day • St David's day • Pancake Day • World Book Day • Holi • Easter • World Autism Awareness Day • Earth Day • St George's day • Mental Health Awareness Month 	<ul style="list-style-type: none"> • May Day • National Walking Day • Walk to school week • Ramadan 	<ul style="list-style-type: none"> • Eid • World Ocean Day • Children's art week • Healthy Eating week • Father's Day