
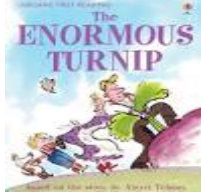
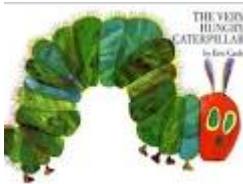
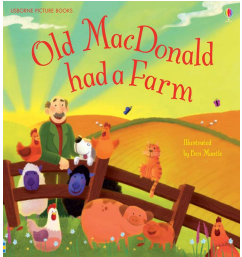
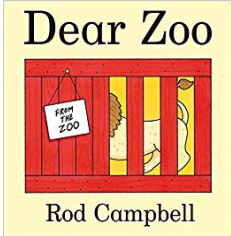


Foundation stage long term plan

	Autumn	Spring	Summer
Nursery/Reception	Who am I?	Amazing nature	All creatures great and small
Text		 	 
Values	Kindness/self-control	Forgiveness/confidence	Honesty/Determination

Foundation stage long term plan

<p>Communication and language</p> <ul style="list-style-type: none"> • Listening, attention and understanding • Speaking 	<p>Enjoy listening to longer stories and remember what happens To learn and use a range of vocabulary To understand a question that has two parts To understand how to listen carefully and why it's important Engage in non-fiction books</p>	<p>Pay attention to more than one thing at a time To understand 'why' questions To build a repertoire of songs To develop their communication To use longer sentences To start a conversation and continue it To use new vocabulary in different contexts To ask questions To listen to and talk about stories building understanding</p>	<p>To know and listen to, rhymes, poems and songs and be able to talk about familiar books Be able to tell a long story Develop their pronunciation To be able to express their point of view and debate when they disagree To use talk to organise themselves and their play using well-formed sentences To use connectives Retell stories in their own words</p>
<p>Personal Social and Emotional</p> <ul style="list-style-type: none"> • Building relationships • Managing self • Self-regulation 	<p>Settling in / separate from carer Select and use resources with support To develop their sense of community/to see themselves as a valuable individual To become more outgoing with unfamiliar people To follow the rules/routines</p>	<p>Increasingly follow rules and understand why they are important Find solutions for conflicts Identify and moderate their own feelings Build constructive and respectful relationships Selecting activities and resources independently for a purpose Manage their own needs</p>	<p>Talk with others to solve conflicts To talk about their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Initiate conversations and take account of what others say Think about the perspectives of others</p>
<p>Physical development</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills 	<p>To develop their movement, balancing, riding and ball skills To climb steps and stairs with alternate feet Use large scale movements to wave flags and streamers, paint and make marks Use one handed tools and equipment Be increasingly independent in meeting their care needs</p>	<p>Skip, hop, stand on one leg and hold a pose Take part in some group activities which they have made up or in teams To remember sequences and patterns of movement and use with ease and fluency Use a comfortable grip with good control when holding pens/pencils with dominant hand To be increasingly independent when dressing and undressing Confidently use small and large apparatus To know and talk about factor that support health and well being</p>	<p>To match their developing skills to tasks and activities Choose the right resources to carry out their plan Collaborate with others to manage large items To eat independently with a knife and fork To make healthy choices To refine their movement skills with control and grace To develop overall body/core muscle strength To develop small motor skills/foundations of a handwriting style which is fast and efficient</p>

Foundation stage long term plan

<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<p>Begin to understand the 5 key concepts about print To develop phonological awareness Engage in conversations about stories, learning new vocabulary To use some of their print and letter knowledge in their early writing Write some or all of their name Read individual letters</p>	<p>To develop their understanding of the 5 key concepts about print To use some of their print and letter knowledge in their early writing To write some letters accurately To extend their conversations about stories and use new vocabulary Blend sounds into words To read some letter groups that each represent one sound Spell words by touching fingers then write the sound</p>	<p>Read a few common exception words Read simple phrases and sentences made up of words with known letter-sound correspondence using a capital letter and full stop Re-read books to build confidence in word reading, fluency, understanding and enjoyment Form letters correctly (upper and lower case) Re-read what they have written to make sure it makes sense</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • Number • Numerical Patterns 	<p>Recognise up to 3 objects without counting (subitising) Recite numbers past 5 Say one number for each item Talk about 2D shapes Make comparisons between objects (size, weight, length and capacity) Describe sequence of event, first...then... etc Explore the composition of numbers to 10</p>	<p>To know the last number reached is how many there are in total Show 'finger numbers' Link numerals and amounts To solve real world mathematical problems Talk about 3D shapes Select shapes appropriately and combine them Count objects, action and sounds beyond 10 Subitise Compare numbers Select, rotate and manipulate shapes in order to develop spatial reasoning</p>	<p>Experiment with symbols and marks as well as numerals Compare quantities using language Understand position through words Describe a familiar route using words like 'in front of' and 'behind' Identify patterns around them and recreate them Link the number symbol to cardinal number value Understand 'one more than/one less than' relationship Automatically recall number bonds for 0-10</p>
<p>Understanding the world</p> <ul style="list-style-type: none"> • People, culture and communities • The natural world • Past and present 	<p>Use all their senses in hands-on exploration of natural materials with similar or different properties Talk about what they see, using a wide vocabulary Name and talk about people who are familiar to them Comment on images of familiar situations in the past Understand some places are special to members of their community and that people celebrate special times/beliefs in different ways Understand the effect of the changing seasons on the natural world around them</p>	<p>Begin to make sense of their own life-story and family's history and talk about it Show interest in occupations Plant seeds and care for growing plants Understand the key features of life cycles and the need to respect all living things Talk about the differences between materials and changes they notice Compare and contrast characters from stories, including figures from the past Explore the natural world around them Describe what they see, hear and feel whilst outside</p>	<p>Explore how things work Explore and talk about different forces they can feel Continue to develop positive attitudes about the differences between people Know there are different countries in the world, talk about differences experienced or seen in photos and the differences in life in these countries Draw information from a simple map Recognise some environments that are different to the one in which they live.</p>

Foundation stage long term plan

<p>Expressive art and design</p> <ul style="list-style-type: none"> • Creating with materials • Being imaginative and expressive 	<p>Take part in pretend play, using an object to represent something else though they are not similar</p> <p>Explore different materials freely to develop their ideas</p> <p>Listen with increased attention and respond to what they have heard expressing thoughts and feelings</p> <p>Explore, use and refine a variety of artistic effect to express their feelings and ideas</p> <p>Develop a storyline in their pretend play</p>		<p>Make imaginative and complex 'small worlds' with blocks and construction kits</p> <p>To develop their own ideas and decide which materials to use to express them</p> <p>Create closed shapes with continuous lines</p> <p>Explore colour and colour mixing</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person</p> <p>Return to and build on their previous learning, refining ideas and developing them</p> <p>Watch and talk about dance and performing art</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>		<p>Join different materials to explore different textures</p> <p>Draw with increasing complexity and detail</p> <p>Show different emotions in their drawings and paintings</p> <p>Sing the melodic shape of familiar songs in a group or on their own</p> <p>Create their own songs or improvise one they know</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	
<p>RE</p>	<p>God's world</p>	<p>God's family</p>	<p>Getting to know Jesus</p>	<p>Sorrow and Joy</p>	<p>New life</p>	<p>The church</p>