

Foundation Stage Long Term Plan

	Term 1 Citizenship	Term 2 Expression	Term 3 Dynasties	Term 4 Universe	Term 5 Life	Term 6 Dynamics	
Foundation Stage	Communication and Language	Understand how to listen carefully and why listening is important. Promote and model active listening. Signal when you want children to listen. Link Listening with learning. Engage in story times.	Learn new vocabulary as well as use new vocabulary through the day. Identify new vocabulary before planning activities. Use picture cue cards to talk about an object. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-informed sentences. Engage in non-fiction books. Engage in story times.	Connect one idea or action to another to using a range of connectives. Narrate events and actions. Extend their thinking. Describe events in some detail. Use sequencing words with emphasis in own stories. Engage in story times.	Listen to and talk about stories to build familiarity and understanding. Read and re-read selected stories. Use different voices for the narrator and each character. Develop social phrases. Engage in non-fiction books. Engage in story times.	Listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary. Make books available for children to share at school and at home. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.
	Personal, Social and Emotional Development	See themselves as a valuable individual. Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Build constructive and respectful relationships. Make sure children are encouraged to listen to each other as well as staff.	Express their feelings and consider the feelings of others. Model positive behavior and highlight exemplary behavior of children in class, narrating what was kind and considerate about the behavior. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary.	Show resilience and perseverance in the face of challenge. Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.	Think about the perspective of others. Use dialog story times to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	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,	Manage their own needs. – Personal hygiene. Model practices that support good hygiene, such as insisting on washing hands before they eat. Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.
	Physical Development	Be increasingly as they get dressed and undressed, for example, putting coats on and doing zips up. Encourage children by helping them, but leaving them to do the last steps, such as pulling up a zip after you have started it off.	Revise and refine the fundamental movement skills they have already acquired – rolling - crawling -walking – jumping – running – hopping – skipping – climbing. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Progress towards a more fluent style of moving, developing control and grace. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Further develop the skills they need to manage the school day successfully – lining up – mealtimes. Combine different movements with ease and fluency. Provide opportunities to move that require quick changes of speed and direction.
	Literacy	Read individual letters by saying the sounds for them. Help children read the sounds speedily. Read a few common exception words matched to the school's phonic program. Form lower case letters correctly.	Blend sounds into words, so that they can read short words made up of known letter-sounds correspondences. Ask children to work out the word you say in sounds: for example, h-a-t, hat: sh – o -p. Read some letter groups that each represent one sound and say sounds for them.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot read.	Spell words by identifying the sounds and then writing the sound with letter/s. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. Form capital letters correctly.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Support children to form the complete sentence before writing. Re-read what they have written to check that it makes sense. Model how you read and re-read your own writing to check it makes sense.
	Mathematics	Count objects, actions and sounds. Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting – example ' 6,7,8,. There are 8 balls. Say how many there might be before you count to give purpose to counting.	Select, rotate and manipulate shapes to develop spatial reasoning skills. Provide high quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Count beyond 10. Children become familiar with two digit numbers. Compare numbers. Use vocabulary: more than, less than, fewer, the same as, equal to. Encourage children to use these words as well. Understand the 'one more than/ one less than' relationship between consecutive numbers.	Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Help children learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts and seeing subitizing patterns.	Subitize. Show small quantities in familiar patterns and random arrangements. Play games which involve quickly revealing and hiding of objects. Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Link the number symbol (numeral) with its cardinal number value.	Continue, copy and create repeating patterns. Make patterns with varying rules and objects and invite children to continue the pattern. Compare length, weight and capacity. Ask children to make and test predications.
	Understanding the World	Talk about members of their family and community. During dedicated talk time, listen to what children say about their family. Using examples from real life and from books, show children how these are many different families. Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, such as delivery and shop staff, the police, the fire service, nurses, doctors, and teachers.	Comment on images of familiar situations in the past. Show images of familiar situations in the past, such as homes, schools, and transport. Compare and contrast characters from stories, including figures from the past. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow an object floating on water.	Draw information from a simple map. Look at ariel views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Recognise that people have different beliefs and celebrate special times in different ways. Help children to build a rich bank of vocabulary with which to describe their own lives and the lives of others. Recognise some environments that are different to the one in which they live.	Describe what they see, hear and feel whilst outside. Encourage observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Name and describe some plants and animals children are likely to see, encouraging children to recognize familiar plants and animals whilst outside. Create opportunities to discuss how we care for the natural world around us.	Compare and contrast characters from stories, including figures from the past. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with them.
	Expressive Arts and Design	Sing in a group or on their own, increasingly matching the pitch and following the melody. Introduce new songs gradually and repeat them regularly. Play pitch-matching games, humming or singing short phrases for children to copy. Watch and talk about dance performance art, expressing their feelings and responses. Provide related costumes and props for children to incorporate into their pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance. Provide opportunities to work together to develop and realise creative ideas.	Develop storylines in their pretend play. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.	Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Provide children with a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.	Explore and engage in music making and dance, performing solo or in groups. Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words such as tapping, the syllables of names, objects and animals and the lyrics of a song. Encourage children to create their own music and choreograph their own dance moves, using some of the steps and techniques they have learnt.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing slowly, so children can listen to the words and the melody of the song.