

Foundation Stage Long Term Plan 2023/24

	Term 1 All about me	Term 2 Celebrations	Term 3 Winter	Term 4 Growing and Changing	Term 5 Outdoors	Term 6 Seaside and pirates	
Foundation Stage	Communication and Language	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Maintain attention in whole class and small group contexts for a short time. Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., 'smart sitting on the carpet'. Follow 1 step instructions e.g., put book-bag in drawer. Understand 'why' questions. Use sentences of 4-6 words. Sing a large repertoire of songs e.g., nursery rhymes or number songs. Begin to use social phrases. Use talk to organise themselves and their play.	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment. Beginning to know that maintaining attention in new situations is important. Shift attention when required e.g., when given a clear prompt - 'name'. Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book. Follow instructions with 2 parts in familiar situations. Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts. Retell a past simple event. Recognise words that rhyme or sound similar Develop social phrases.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying. Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. Consider the listener and takes turns to listen and speak in different contexts. Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day.	Understand why listening is important. Maintain attention in different contexts; attend to peers and adults that are familiar and unfamiliar. Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition. Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple conjunctions. Use talk to help work out problems and organise thinking and activities.	Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time. Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer questions. Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand questions. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener. Express ideas about feelings and experiences. Articulate their ideas in a sentence. Show that they can use language to reason and persuade	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed. Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat". Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them. Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words.
	Personal, Social and Emotional Development	Chn talk about their feelings to a trusted adult, chn can be comforted by adults, chn listen to rules and expectations and begin to follow them, chn are developing an awareness of themselves and are forming their own opinions, xhn are becoming more independent getting ready for home, chn are using the toilet independently, chn are building positive relationships with new staff and chn, chn begin to play alongside others	Children are sharing more often or may comfort a friend. Children identify their own emotions and name them. Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Children are using their preferences to choose what they would like to do. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Children are building on relationships. They are talking to children and adults in their setting and beginning to ask for help if they need it.	Chn who are upset know who they can talk to or know some ways to calm themselves down. Children are becoming proud of themselves for achieving. Chn know and follow the behavioral expectations. They are proud of what they can do and their achievements. Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices. Children have friendships and may have a special friend. They play with these children in and out of the classroom.	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school. Children are beginning to understand why listening is important to help us learn and keep us safe. children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Children are building relationships through play and talk and conserve to many of their peers.	Children try and share, take turns, reason and look after one another. They apologise they hurt someone accidentally or make someone else upset. Children will without question follows instructions from their teachers. Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved. Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Children continue to build strong bonds with other children in their school and care for their peers.	Children show emotional maturity ready for yr 1. Children can use reason and resolutions with other children to play fair. Children are developing in independence and can manage their behavior in a range of situations in school. Children are proud of who they are and what they can do. They talk about themselves positively. Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition. Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends.
	Physical Development	Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.	. Children will revise and refine the fundamental movement skills they have already acquired. Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing. Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Developing an effective pencil grip. Developing skill when using tools including scissors.	Children will know and talk about the different factors that support their overall health and wellbeing. Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Children forming recognisable letters with an effective pencil grip.	Children will combine different movements with ease and fluency. Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.	Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.

<p>Literacy</p>	<p>Listen and enjoy sharing a range of books. Hold a book correctly, turn pages and handle with care. Know that a book has a beginning and an end. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print. Enjoy joining in with rhyme, songs and poems. Explain simply what's happening in a picture in a familiar story. Hear general sound discrimination and be able to orally blend and segment. Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Use talk to organise describe events and experiences. Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about texts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Read individual letters sounds. Blend sounds into words. Read a few common exception words matched to the school's phonic programme. Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Orally spell VC and CVC words by identifying the sounds. Write own name. Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a story that is read to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Read individual letters sounds. Blend sounds into words. Read a few common exception words matched to the school's phonic programme. Know tricky words - the, to, and, no, go, I blend and segment known sounds for reading and spelling VC, CVC, CVCC. Use appropriate letters for initial sounds. Orally compose a simple sentence/ caption and hold it in memory before attempting to write it. Spell to write VC and CVC words independently using Phase 2 graphemes. Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.</p>	<p>Write graphemes and digraphs. Build words using known letter-sound correspondences in own writing. Orally compose a simple sentence/ caption and hold it in memory before attempting to write it. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write a simple sentence/caption which may include a full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words</p>	<p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs. Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Write a simple narrative in short sentences – may include a capital letter and full stop. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly</p>
<p>Mathematics</p>	<p>Routines, comparing measures, verbally counting including singing rhymes, most, least, identify and represent numbers using objects and pictorial representations inc. number line, matching, sorting, comparing amounts, creating and noticing errors in two part repeating pattern</p>	<p>Count objects, actions, and sounds. Introduction of subitising, representing, comparing and exploring composition of numbers to 5, comparing numbers, 2D Shapes, spatial awareness, using positional language, day and night.</p>	<p>Subitising to 8, number 0, one more and one less, comparing mass and capacity, representing, comparing and exploring composition 4, 5, 6, 7 & 8, recalling number bonds to 5, combining two groups, making and matching pairs.</p>	<p>Subitising numbers, recall number bonds, representing, comparing and exploring composition within 10, measuring length, time and height, exploring 3D shapes, spatial awareness, creating and noticing errors in three part repeating patterns</p>	<p>Building numbers beyond 10, counting patterns beyond 10, spatial reasoning, match, rotate, manipulate shapes, adding more, taking away, compose and decompose.</p>	<p>Consolidating key skills, doubling, sharing and grouping, even and odd, spatial reasoning, visualising and building, deepening understanding, patterns and relationships, mapping.</p>
<p>Understanding the World</p>	<p>Children talk about members of their families, children know that you can find info from various sources, children respect special things in their own lives, children can draw a simple map, children can recognise some common signs, children learn the seasons and know it's autumn, children talk about the seasons and have some understanding of the changes that happen</p>	<p>Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live</p>	<p>Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them.</p>	<p>Children talk about and understand changes in their own lifetime and what happens when they get older. Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change. Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Naming body parts and how to keep ourselves healthy.</p>	<p>Children know that different places are special to different people. Children can draw information from a simple map and identify landmarks of our local area walk. Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.</p>	<p>Children are confident in comparing the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these. Children can compare various places. Children show respect to one another and to animals. Children can create own maps using grid paper and symbols (x marks the spot treasure maps) Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do the same. Children can compare animals and observe their changes (Lifecycles)/</p>
<p>Expressive Arts and Design</p>	<p>Sing simple well know songs and rhymes. describe the sounds I can hear, understand how to grip a pencil comfortably and explore making marks, creating lines and circles, give meaning to marks made, explore colours and how colours can be changed, identify light and dark colours, splatter painting in the style of Jackson Pollock, printing with hands, feet and</p>	<p>Nativity Performance – joining in with the words to sing and using actions. Listening to music. Observational drawing – Pumpkins - Understand how to create closed shapes with continuous lines and begin to use these shapes to represent objects. Use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue. Use scissors to cut in a straight line. Take part in simple, pretend play often based</p>	<p>Exploring musical instruments including body percussions. Show different emotions in their drawing e.g., happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create a wash background and combining colour in the style of Joan Miró. Explore different paint types - watercolour, powder paint,</p>	<p>Experimenting with changing my voice with different tempo, pitch, and dynamics. Describing instrument sounds. Observational drawing – Daffodils. Exploring colours in nature and how they can be applied to art in the style of Andy Goldsworthy. Mix paints to make new colours following instructions. Printing simple repeating patterns. Recognise patterns in the environment. Collage using Eric Carle</p>	<p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Observational drawing - Sunflowers Show accuracy and care in their drawing. Exploring shades of colour and how to make different shades. Explore working with paint on different surfaces and in different ways i.e., coloured, sized and shaped paper.</p>	<p>Produce more detailed work and say what they have included. Choosing a particular colour for a purpose. Evaluate their own work and others, suggest how work can be improved. Create using their own ideas and explain the choices. Sewing using a pre-running stitch with natural resources. Select tools and techniques needed to assemble</p>

		<p>fingers, understand how different materials/textures feel and explore freely e.g., malleable, fabrics, natural, understand what transient art is using one-handed tools and equipment, take part in simple, pretend play often based on familiar experiences, e.g., making dinner, uses available resources to create props or creates imaginary ones to support play, develop storylines through small world or role-play.</p>	<p>on familiar experiences, e.g., making dinner. Engage in the role play area with friends using imagination.</p>	<p>acrylic, ready mixed paint. Printing with natural objects/food e.g., leaves, pinecones. Understand the purpose of different textiles/materials. e.g., winter clothing. Create work to celebrate special days e.g., decorations (paper chains, bunting) for lunar new year, valentine's Day. Retell parts of familiar stories through use of puppets, toys, masks or small world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>	<p>as inspiration. Follow instructions to make own play dough. Natural art in the style of Andy Goldsworthy. Use scissors to cut shapes. Retell parts of familiar stories through use of puppets, toys, masks or small world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>	<p>Explore using different brush types. Symmetrical printing - butterflies as inspiration. Weaving (natural and manmade materials) Making own props/ puppets to retell a story. Folding techniques e.g., fans, aeroplanes, books. Choosing materials for effect e.g., feather headdress. Use scissors independently. Invent, adapt, and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>	<p>and join materials they are using for a specific reason. Use scissors for a particular purpose when combining different media and materials. Invent, adapt, and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>
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