



## Foundation Stage Long Term Planning 2020-21

	Autumn 1 (8 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (5 weeks)
POSSIBLE THEMES	BASELINE/ Why am I Special? (4) Do you want to be friends? (2) Why do squirrels hide their nuts? (2)	Do all superheroes wear capes? (4) Where does snow go?/ How do you celebrate? (4)	Will you read me a story? (6) The Little Red Hen Little Red Riding Hood The Three Little Pigs The Gingerbread Man Goldilocks and the 3 Bears	Do cows drink milk? (2) What do Farmers do? (2)	Enquiry based project linked to History and Geography (7)	Can you find the treasure? (3)  Transition (2)
FESTIVALS/CELEBRATIONS	HARVEST	BONFIRE NIGHT DIWALI HANNUKA REMEMBRANCE CHRISTMAS	NEW YEAR SHROVE TUESDAY VALENTINES DAY	CHINESE NEW YEAR HOLI MOTHERS DAY EASTER	RAMADAN EID FATHERS DAY	SPORTS DAY
POSSIBLE TRIPS/VISITORS		Theatre visit to school Theatre trip People Who Help Us visitors	Library visit	Southfields Farm visit Lambs, piglets, pony to school		Beach trip
PARENTAL INVOLVEMENT	Staggered starts – initial settling in Leaning Journey Input Phonics parent/carer workshop Teddy Bears Picnic Maths Parent workshop Harvest Festival Wow moments and observations from home (across year). Monday drop ins	Accompany to trip Christmas Nativity Celebration assemblies Monday drop ins Stay and Play Wow moments and observations from Home Parents evening	Accompany to trip Celebration assemblies Monday drop ins Stay and Play Wow moments and observations from home	Accompany to trip Celebration assemblies Monday drop ins Stay and Play Wow moments and observations from Home Half term report	New parent/Carer meeting Celebration assemblies Monday drop ins Stay and Play Wow moments and observations from Home Father's Day Picnic	Sports Day Accompany to trip Celebration assemblies Monday drop ins Stay and Play Wow moments and observations from Home Nursery Visits

	Stay and Play Celebration Assemblies					
ASSESSMENT/MODERATION	Check Nursery Assessments Reception Baseline-data/evaluation on Target Tracker Set up tracking grids Analysis Target setting Intervention groups Areas of learning moderations Attend OLP Network meetings/ EYFS	On-going Assessments Pupil Progress meetings Target Tracker Updates Target setting Intervention groups Attend OLP Network meetings/ EYFS moderation meetings	On-going Assessments Target Tracker Updates Target setting Intervention groups Areas of learning practitioner moderations Attend OLP Network meetings/ EYFS moderation meetings GLD Projections	On-going Assessments Target Tracker Updates Pupil Progress meetings Target setting Intervention groups Areas of learning practitioner moderations Attend OLP Network meetings/ EYFS moderation meetings GLD Projections	On-going Assessments Target Tracker Updates Target setting Intervention groups Attend OLP Network meetings/ EYFS moderation meetings Areas of learning practitioner GLD Projections	End of Year-Profile Assessments Target Tracker Updates Attend OLP Network meetings/ EYFS moderation meetings Foundation Stage and Y1 teacher transition meetings Transfer of Data GLD Outcomes
ACTION PLANS	EYFS action plan SEN provision and Intervention timetable Performance management targets Continuous provision audit	Pupil Progress Meeting SEN provision and Intervention Timetable Continuous provision audit	SEN provision and Intervention Timetable Continuous provision audit	SEN provision and Intervention Timetable Continuous provision audit	SEN provision and Intervention Timetable Continuous provision audit	SEN provision and Intervention Timetable EYFS Data for governors Continuous provision audit

3 PRIME AREAS OF LEARNING AND DEVELOPMENT	Personal, Social and Emotional Development	<p>New beginnings: Classroom routines and rules Getting to know new people Belonging Self-awareness Understanding my feelings Managing my feelings Understanding the feelings of others Social Skills Understanding rights and responsibilities</p>	<p>Developing friendships Working together Managing feelings – anger Resolving conflict Developing independence Personal Targets Celebration Assembly Asking questions</p>	<p>Gaining confidence Self-awareness and awareness of others feelings Kindness What makes you special? Celebrating difference</p>	<p>Knowing myself Setting a realistic goal Planning to reach a goal Persistence</p>	<p>Knowing myself Understanding my feelings Managing my feelings Standing up for myself</p>	<p>Changes Transition to year 1 Discuss how they could help next year’s Reception classes</p>
	Physical Development	<p>Managing own personal hygiene Spatial Awareness Funky Feet Dough Disco Outside area Different ways of travelling Health and hygiene Balance and agility Parachute and ring games Number/letter formation Funky Fingers daily activities</p>	<p>Healthy eating and exercise. Co-ordination-Ball skills Funky Feet Dough Disco Outside area Different ways of travelling Balance and agility Parachute and ring games Number/letter formation Funky Fingers daily activities</p>	<p>Sports day practice Co-ordination with equipment Agility-action and response Games Safety in the sun Funky Feet Dough Disco Outside area Number/letter formation Funky Fingers daily activities Health and hygiene</p>			
	Communication and Language	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar rhymes and stories</li> <li>• Learn new vocabulary relating to topics</li> </ul>					

	Literacy	<p>Baseline Introduction to ORT characters Review Phase 1 L&amp;S Introduce Phase 2 L&amp;S Retell and sequence stories</p> <p><b>Reading:</b> Able to recognise name, handles books with care and holds up the correct way</p> <p><b>Phonics:</b> Phase 1/2 Letters and Sounds, rhymes</p> <p><b>Writing:</b> Mark Making opportunities, name writing</p>	<p><b>Reading:</b> Handles books with care and holds up the correct way</p> <p><b>Phonics:</b> Phase 2 Letters and Sounds, forming recognisable letters, rhyme and alliteration, Phase 2 Letters and Sounds Representing sounds correctly Beginning to blend sounds to make words</p> <p><b>Writing:</b> Mark making – give meanings to marks Writing own name, Forming recognisable letters, Starting to segment words, Forming recognisable letters embedded in phonics sessions, caption writing</p>	<p><b>Reading:</b> begins to read words in simple sentences</p> <p><b>Writing:</b> Use phonic knowledge to write simple words, Caption writing, maps</p> <p><b>Phonics:</b> Phase 3 Letters and Sounds, recognising familiar words and signs, segment the sounds in simple words and blend them together</p>	<p><b>Reading:</b> begins to read words in simple sentences, Segment the sounds in simple words and blend them together, begins to read words in simple sentences, decode regular words and read them aloud</p> <p><b>Phonics:</b> Phase 3 Letters and Sounds Segment the sounds in simple words and blend them together, begins to read words in simple sentences</p> <p><b>Writing:</b> Writing captions and simple sentences, Phase 3 Letters and Sounds Writing accurately, attempts to write short sentences with meaningful context</p>	<p><b>Reading:</b> read and understand simple sentences, decode regular words and read them aloud accurately, talk about what they have read</p> <p><b>Phonics:</b> Phase 3 Letters and Sounds</p> <p><b>Writing:</b> Attempts to write short sentences with meaningful context Use phonic knowledge to write irregular words, holiday recounts. Write simple sentences which can be understood by others Recipe writing, recounts. Pre cursive writing Simple sentences which can be understood by others</p>	<p><b>Reading:</b> Guided Reading read and understand simple sentences, decode regular words and read them aloud accurately, talk about what they have read</p> <p><b>Phonics:</b> Phase 3/4 Letters and Sounds</p> <p><b>Writing:</b> Attempts to write short sentences with meaningful context Use phonic knowledge to write irregular words, holiday recounts. Write simple sentences which can be understood by others Recipe writing, recounts. Pre - cursive writing Simple sentences which can be understood by others</p>
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	Mathematics	<p>Baseline</p> <p>NCETM- Numberblocks</p> <p>Meet One Counting to 1</p> <p>Meet Two 2 is more than 1 Counting to 2</p> <p>The twoness of 2 Meet 3 Three is one more than 2 Counting to 3</p> <p>Comparing numbers 1,2 and 3 bigger and smaller</p> <p>Ordering numbers 1-3</p> <p>3 is made of 2 and 1 Meet 4 4 is one more than 3 Counting to 4</p> <p>4 as a square number</p> <p>Recognition of 4 items without counting (subitising)</p>	<p>NCETM- Numberblocks</p> <p>Meet 5 5 is one more than 4 Counting to 5</p> <p>Line up 1-5 in order Counting to 4</p> <p>Adding 1's Counting to 5</p> <p>Line up 1-5 in order Identify missing numbers within a 1-5 line up</p> <p>The key principles of counting</p> <p>One to one correspondence</p> <p>Match one number name to each item to be counted</p> <p>Cardinality- the last number in the count is the total size of the group</p> <p>Stable order- say the number names in the correct order</p> <p>Subitising numbers 1-5</p> <p>Different ways of arranging blocks to 5</p> <p>Different arrangements of blocks but the number remains the same</p> <p>Composition of numbers 1-5</p>	<p>NCETM- Numberblocks</p> <p>Meet 6 Counting (1 to 6)</p> <p>Subitising (dice patterns)</p> <p>Meet seven 7 is one more than 6 Counting 1-7</p> <p>Meet 8 Counting 1-8</p> <p>8 is one more than 7 Subitising 8</p> <p>Meet 9 Counting 1-9</p> <p>The structure of square numbers 4 and 9</p> <p>Partitioning and combining 9</p> <p>Meet 10 Counting 1-10</p> <p>Ten 1's are equivalent to 1 10</p> <p>Adding 1 Counting 1-10</p> <p>Subtracting 1 Counting 1-10</p> <p>Counting down 10-1</p>	<p>NCETM- Numberblocks</p> <p>Exploring equivalent ways to represent 6</p> <p>Partition 6 into equal groups</p> <p>Factors of 6</p> <p>Doubling 1, 2, 4, 8</p> <p>Halving partitioning 8 into equal groups</p> <p>Partitioning 9 into 3 equal groups</p> <p>Partitioning is the inverse of combining</p> <p>Odd and even numbers</p> <p>Equal groups</p> <p>Counting 1-8</p> <p>Number bonds within 7</p> <p>Count back from 10-1</p> <p>Numbers bonds that total 10</p> <p>Subtracting 2 from numbers u to 10</p> <p>Counting in 2's</p> <p>Adding more than 1 to make 5-10</p>	<p>NCETM- Numberblocks</p> <p>A review of numbers 1-5</p> <p>Comparison of numbers 1-5 using the language of greater than and less than</p> <p>Composition of 5</p> <p>Partitioning and combining 5 in different ways</p> <p>Composition of numbers to 5</p> <p>Exploring the part part whole model to partition and combine numbers to 5</p> <p>Introduce the concept of zero</p> <p>Zero is 1 less than and an absence of something</p> <p>A review of numbers 6-10</p> <p>Counting to 10</p> <p>Building with blocks and exploring space and pattern</p> <p>Comparison of numbers to 10 using the language bigger than and smaller than leading to greater and less than</p> <p>Composition of numbers to 10</p>	<p>NCETM- Numberblocks</p> <p>Comparison of numbers to 10</p> <p>Finding the difference to make 7</p> <p>Subtraction</p> <p>Numbers 6-10 are made from 5 and a bit</p> <p>Pairs of numbers that total 8</p> <p>Pairs of numbers that total 10</p> <p>2d shape</p> <p>Pattern</p> <p>Problem solving and finding the missing number</p> <p>Adding multiples of the same number</p> <p>Problem solving and reasoning about number</p> <p>Consolidation/ assessments</p>
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			<p>Introduction to the part part whole structure of number Partitioning a whole number into parts Conservation of number- a number can be partitioned but the whole (total) remains the same 4 can be partitioned into 2 and 2; and 1 and 1 and 1 and 1 The number of a group can be changed by adding to it or taking from it Addition and subtraction of 1 Number bonds to 5 Addition and subtraction of numbers to 5</p>			<p>Partitioning and combining numbers in different ways</p>	
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	Understanding the world	<p><b>People and communities:</b> What makes me special? People who help us in school/out of school Visitors</p> <p><b>The World:</b> Harvest Shows care and concern for living things in the environment, observing seasonal change, weather observations</p> <p><b>Technology:</b> E-safety, logging on to computers</p>	<p><b>People and communities:</b> People Who help us in the community</p> <p>Celebrations: Diwali, Bonfire Night, Christmas</p> <p><b>The World:</b> Seasonal change- Experimenting with ice Observing change</p> <p><b>Technology:</b> E-safety, completing a simple program on the computer, using IWB</p>	<p><b>People and Communities:</b> - Observation of humans and animals</p> <p><b>The World:</b> Spring Seasonal change noticing change, Bake bread</p> <p><b>Technology:</b> logging off and off computers, using IWB. Use of programmable toys E-safety</p>	<p><b>People and Communities:</b> Chinese New Year Mother's Day Easter</p> <p><b>The World:</b> Signs of Spring, new life, spring flowers, fruit tasting, tadpoles in the tank, animals to visit</p> <p><b>Technology:</b> Logging on and off computers, using IWB, use of programmable toys, E-safety, ipads</p>	<p><b>People and communities:</b> <b>The World:</b> Observing the local environment , seasonal change, growing strawberries and herbs, fruit salad</p> <p><b>Technology:</b> Logging on and off computers, using IWB, use of programmable toys, E-safety, ipads Taking own photos</p>	<p><b>People and communities: The World:</b> Signs of Summer</p> <p><b>Technology:</b> Logging on and off Using IWB Use of programmable toys E-safety Taking own photo, ipads</p>
	Expressive Arts & Design	<p>Role play home corner/school, painting/collage first pictures, exploring sounds of musical instruments, sing familiar songs</p> <p>Exploring construction, exploring sounds of musical instruments</p>	<p>Art Week, Role play, exploring construction, colour, exploring textures in art, re-enact a familiar story using puppets, sing familiar songs, Sing familiar songs, Christmas Celebration</p>	<p>Role play, joins construction pieces together to build and balance, moving rhythmically, tapping out simple rhythms, sings familiar songs, colour mixing, experiments and creates different textures, sings familiar songs</p>	<p>Role play, constructs with a purpose in mind selecting a variety of resources, sings familiar songs, and plays cooperatively as part of a group to act out a narrative. Explores and learns how sounds can be changed, sings familiar songs, plays cooperatively as part of a group to act out a narrative.</p>	<p>Role play selects appropriate resources and adapts work where necessary, sings familiar songs, sing familiar songs, make music and dances and experiment with ways of changing them, building stories,</p>	<p>Role play, sing familiar songs, composes own music and makes-up dances, building stories.</p>
British Values		Respect	Democracy	Rule of Law	Individual Liberty	Tolerance	
School Values		Enthusiasm Respect	Tolerance Altruism	Team work Trust	Equality Independence	Confidence	Honesty Integrity

Please note: learning in the early years requires an element of flexibility to ensure it reflects children's interests and abilities, therefore some of the above may be subject to change.

**The Characteristics of Effective Learning are monitored through observation, assessment and next step planning.**