

Leigh and Bransford Primary School



Foundation Stage – Long term plan

Class R

<p>Personal Social and Emotional Development</p>	<p>Life Focus:</p> <p>Brave Briony:</p> <p>courage bravery and independence</p> <p>Rules and routines:</p> <p>Introduction to life at school and being part of the school community</p> <p>Create class rules and agree to consequences</p>	<p>Life Focus:</p> <p>Creative Clive:</p> <p>Creativity</p>	<p>Life Focus:</p> <p>Thoughtful Theodore</p> <p>Thoughtfulness and helping others, feelings and emotions</p>	<p>Life Focus:</p> <p>Respectful Rhian</p> <p>Empathy and respect, patience and acceptance of others</p>	<p>Life Focus:</p> <p>Determined Dotty</p> <p>Resilience, determination and perseverance</p>	<p>Life Focus:</p> <p>Expressive Elliot:</p> <p>Confident and expressive</p> <p>RSHE</p> <p>Our Day Keeping Ourselves Clean Families</p>
<p>Self-Regulation, managing self and building relationships</p>	<p>In addition, children in reception will explore and develop their knowledge and understanding through continuous provision and social interactions both with their peers and those modelled by adults. This falls under the following areas:</p> <p>Self-regulation:</p> <ul style="list-style-type: none"> • Exploring their understanding of their own and others feelings and the impact these have. • Being able to wait for what they want and control immediate impulses. • Follow instructions involving several ideas and actions and responding appropriately while engaged in their own activities. <p>Managing Self:</p> <ul style="list-style-type: none"> • Building confidence, resilience and independence in everyday and new activities and perseverance in the face of challenge. • Understand and explain the reasons for rules and behave accordingly. • Manage their own basic and personal hygiene needs. <p>Building Relationships:</p> <ul style="list-style-type: none"> • Playing and working co-operatively with peers and adults • Form positive attachments to peers adults within school • Show sensitivity to the feeling of others and themselves. 					

Physical	Gross Motor: Get Set for PE <ul style="list-style-type: none"> Unit 1 –Introduction to PE Introduce a range of tools and their purpose (e.g. Pencils, scissors, paintbrushes etc.) 	Gross Motor: Get Set for PE <ul style="list-style-type: none"> Unit 2 – Fundamentals How to transport and store equipment safely. 	Gross Motor: Get Set for PE <ul style="list-style-type: none"> Unit 2- Gymnastics 	Gross Motor: Get Set for PE <ul style="list-style-type: none"> Unit 2- Dance 	Gross Motor: Get Set for PE <ul style="list-style-type: none"> Unit 2 Games Sports day preparations 	Gross Motor: Get Set for PE <ul style="list-style-type: none"> Unit 2 Ball Games
<p>Throughout the year children will have the opportunity to develop both fine and gross motor control through continuous provision and adult interactions. Effective pencil grip and control will be taught early and consolidated throughout the year. Children who do not meet the ready to write criteria will take part in specific targeted teaching to provide the underpinning knowledge needs to progress to letter formation/mark making.</p>						
Communication and language	<p>Throughout the year, children will:</p> <p>Speaking:</p> <ul style="list-style-type: none"> Learn to participate in small group, class and 1:1 discussions offering their own ideas and using recently introduced vocabulary. Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. Express their ideas and feelings about their experience using full sentences including the use of past, present and future tense and making use of conjunctions <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Take part in the teaching children to listen program. Listen attentively and respond to what they hear with relevant questions comments and actions during stories and whole class discussions. Make comments about what they have heard and ask questions to clarify their understanding. 					

Literacy	<p>Word Reading: Phonics Phase 2</p> <p>Phonemes Taught: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Read tricky words: and, the, to, no, go, l</p> <p>Writing</p> <p>Opportunities for writing: Own Name Letter Formation</p>	<p>Word Reading: Phonics Phase 2 Consolidation</p> <p>Continue practise of blending and segmenting</p> <p>.</p> <p>Writing</p> <p>Opportunities for writing: Lists and labels Own Name Cards Scaffolded recounts/sentences Rhyme</p> <p>Spellings</p> <p>decodable high frequency words: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but</p> <p>Editing: checking spelling and formation.</p>	<p>Word Reading: Phonics Phase 3</p> <p>Phonemes and graphemes taught j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, igh, oa</p> <p>Read the tricky words: he, she, we, me, be, was, my,</p> <p>Writing</p> <p>Opportunities for writing: Captions and simple sentences using finger spaces.</p> <p>Use of Pronoun I</p> <p>Editing Checking spelling formation and finger spaces</p>	<p>Word Reading: Phonics Phase 3</p> <p>Phonemes and graphemes taught oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Read the tricky words you, they, her, all, are.</p> <p>Writing</p> <p>Opportunities for writing: Sentence construction using capital letters and full stops. Invitations/cards Simple Recounts</p> <p>Spellings:</p> <p>Tricky words: and, the, to, no, go, i</p> <p>Decodable high frequency words: will, that, this, then, them, with, see, for, now, down, look, too.</p> <p>Editing Checking spelling formation and</p>	<p>Word Reading: Phonics Phase 4</p> <p>Consolidation:</p> <p>Tricky words to read said, so, have, like, some, come, were, there, little, one, do when, out, what</p> <p>Writing</p> <p>Opportunities for writing: Instructions/recipes Story writing/use of narrative Recounts Letters Poems</p> <p>Punctuation: teach question marks and exclamation marks Consolidation: full stops capital letters and finger spaces.</p> <p>Vocab use: Use of connectives and adjectives.</p>

				finger spaces, full stops, capital letters.	Spellings Tricky words: he, she, we, me, be, was, you, they, all, are, my, her
Comprehension	Throughout the year children will have the opportunity to develop their comprehension knowledge both through focused literacy lessons and stories. The key aspects of visualisation, questioning, summarising, predicting, making connections, exploring vocabulary and text structure/features are taught using Leigh and Bransford's Expert reading tips.				
Key Texts	Core Talk for Writing Texts: The Gruffalo, Owl Babies, Handa's Surprise, Mr Gumpys Outing, Jack and The Beanstalk, Little Red Hen, good night Moon, Farmer Duck, On the Way Home, Whatever Next, Six Dinner Sid, Rosie's walk Wider Curriculum Texts (may inform writing) Elmer, Jolly Christmas Postman, Hungry Caterpillar, Three little pigs, Rainbow Fish, super duper you, room on a broom, were going on a bear hunt, a tiny seed, goldilocks and the three bears, shark in the park, you choose, jack frost, What The Ladybird heard, jaspers beanstalk, ginger bread man, light house keepers lunch, monkey puzzle, stick man, caterpillar to butterfly, little red riding hood, sharing a shell.				
Mathematics	<u>White Rose Maths</u> Number: <ul style="list-style-type: none"> • Mach, sort and compare amounts • Representing, comparing and composition of 1, 2 and 3 • Representing numbers to five • Finding one more and one less Measure, shape and Spatial Thinking: <ul style="list-style-type: none"> • Comparing size mass and capacity • Exploring pattern • Circles and triangles • Positional language • Shapes with four sides • Time 	<u>White Rose Maths</u> Number <ul style="list-style-type: none"> • Introducing zero • Comparing numbers to 5 • Composition of 4 and 5 • Introduction of 6, 7, and 8 • Comping two amounts • Making pairs • Counting to 9 and 10 • Comparing numbers to 10 • Number bonds to 10 MS and ST <ul style="list-style-type: none"> • Comparing Mass part 2 • Comparing capacity part 2 • Length and height • Time 	Number <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond ten • Adding more • Taking away • Doubling • Sharing and grouping • Evens and odds • Deepening understanding of patterns and relationships Spatial Thinking <ul style="list-style-type: none"> • Spatial reasoning • Matching, rotating and manipulating • Compose and decompose • Visualise and build 		

			<ul style="list-style-type: none"> • 3D shapes • Spatial Awareness • Patterns . 		<ul style="list-style-type: none"> • Mapping 	
Understanding the World	<p><u>People, cultures and Communities</u></p> <p><u>RE</u></p> <p>F4 - Being special – where do we belong?</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> • Retell religious stories <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian infant baptism and dedication. • Re call simply what happens when a baby is welcomed into a religion other than Christianity. <p><u>Make connections</u></p> <ul style="list-style-type: none"> • Make connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special. 	<p><u>People, cultures and Communities</u></p> <p><u>RE</u></p> <p>F2 - Why is Christmas special for Christians</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> • Begin to recognise the word “Incarnation” as describing the belief that God came to earth as Jesus • Retell religious stories <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> • Recall simply what happens at a Christians festival (Christmas) <p><u>Make connections</u></p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Make connections with personal experiences 	<p><u>People, cultures and Communities</u></p> <p><u>RE</u></p> <p>F6 - Which stories are special and why?</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words e.g. about God • Identify a sacred text, Bible/Torah <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> • Talk about some of the things these stories teach believers (e.g. what Jesus teaches about being friends with the friendless in the story of Zacchaeus. What Jesus’ story about the 10 lepers teaches about saying “thank you”, and why it is good to thank and be thanked; what the Chanukah story teaches use about 	<p><u>People, cultures and Communities</u></p> <p><u>RE</u></p> <p>F3 - Why is Easter special for Christians</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> • Recognise and retell stories connected with the celebration of Easter. • Say why Easter is a special time for Christians <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week e.g. Palms leaves, cross, eggs • Talk about some ways Christian remember these stories at Easter <p><u>Make connections</u></p> <ul style="list-style-type: none"> • Talk about ideas of new life in nature. 	<p><u>People, cultures and Communities</u></p> <p><u>RE</u></p> <p>F5 - Which places are special and why?</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> • Begin to recognise that for Christians, Muslims or Jews the special things link to beliefs about God <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them. • Talk about the things that are special and valued in the place of worship. <p><u>Make connections</u></p> <ul style="list-style-type: none"> • Talk about somewhere that is special to 	<p><u>People, cultures and Communities</u></p> <p><u>RE</u></p> <p>F1 – Why is the word “God” so important to Christians?</p> <p><u>Make sense of beliefs</u></p> <ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> • Say how and when Christians like to thank their Creator. <p><u>Make connections</u></p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feeling about their world. • Think about the wonders of the natural world, expressing ideas and feelings. • Talk about what people do to mess up the world and

			<p>standing up for what is right etc.</p> <p><u>Make connections</u></p> <ul style="list-style-type: none"> Identify some of their own feeling sin stories they hear 	<ul style="list-style-type: none"> Use the symbols to make connections with new life in nature 	<p>themselves saying why.</p> <ul style="list-style-type: none"> Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world 	<p>what they do to look after it.</p>
	<p>People Culture and communities</p> <p>Geography</p> <p>Describe immediate environment</p>	<p>The Natural World</p> <p>Geography</p> <p>Similarities and differences environments</p>			<p>The Natural World</p> <p>Geography</p> <p>Drawing Maps</p>	<p>People Culture and communities</p> <p>Geography</p> <p>Differences between life in this country and others</p>
	<p>The Natural World</p> <p>Science</p> <p>Seasons Autumn</p>	<p>The Natural World</p> <p>Science</p> <p>Changes of State, Melting and Freezing</p> <p>Seasons Winter</p>	<p>The Natural World</p> <p>Science</p> <p>Life cycles: butterflies</p>	<p>The Natural World</p> <p>Science</p> <p>Life cycles: seed-plant</p> <p>Seasons Spring</p>	<p>The Natural World</p> <p>Science</p> <p>Seasons Summer</p>	<p>The Natural World</p> <p>Science</p> <p>Farm animals and their babies</p>
		<p>Past and Present</p> <p>History</p> <p>Christmas then and now Victorians and present</p>	<p>Past and Present</p> <p>People who help us</p> <p>Police, Fire, Ambulance</p>		<p>Past and Present</p> <p>History</p> <p>Grandparent experiences – life when they were a child compared to now</p>	
Expressive Arts and Design			<p><u>DT</u></p> <p>Mechanisms</p>	<p><u>DT</u></p> <p>Food</p>	<p><u>DT</u></p> <p>Structures</p>	<ul style="list-style-type: none"> <p><u>DT</u></p> <p>Textiles – Fabric collage</p>

	<p>Creating with Materials</p> <p>Self Portrait photography (ICT link)</p> <p>Feely Drawings</p> <p>To colour</p>	<p>Creating with Materials</p> <p>Wax resist autumn leaves</p> <p>Newspaper head</p> <p>Colour mixing and handprints:</p> <p>Music</p> <p>Celebration Music:</p> <p>Diwali Music Hanukkah Music Kwanzaa Music Traditional Christmas Music Christmas Action Songs</p>	<p>Creating with Materials</p> <p>Drawing by torchlight</p> <p>Painting the farmyard</p> <p>Ducklings – print making</p> <p>Music</p> <p>Exploring Sound:</p> <p>Vocal Sounds Body Sounds Instrumental Sounds Environmental Sounds Nature Sounds</p>	<p>Creating with Materials</p> <p>Mini beast art work</p> <p>Primal painting</p> <p>Wildflower meadow collage</p> <p>Music</p> <p>Music and Movement</p> <p>Action Songs Finding the Beat Exploring Tempo Exploring Tempo and Pitch Through Dance Performance</p>	<p>Creating with Materials</p> <p>Making finger puppets_</p> <p>Drawing like a cave man, Drawing Spirals, Drawing spiral snails and Drawing lines</p> <p>Music</p> <p>Musical Stories</p> <p>Moving to Music Instruments to represent characters Storytelling with Actions Using Instruments to represent actions Musical Story Composition</p>	<p>Creating with Materials</p> <p>Printing</p> <p>Painting with plasticise Plasticise and print making</p> <p>Marbling</p> <p>Music</p> <p>Big Band</p> <p>What makes an instrument What makes an orchestra Follow the beat Tuned and un-tuned instruments Big Band Performance.</p>
<ul style="list-style-type: none"> • Recognise and describe key features of their own work. • Compare their work to their original purpose. • Describe the processes they have used and if they needed to adapt their work. • How to explain what they are doing and what they intend to achieve • Work spontaneously and enjoy the act of making/creating. 						