Foundation 1 Long Term Plan 2017-18

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| **Topic/Theme** | **Autumn 1**  **Nursery Rhymes**  **Counting Rhymes** | **Autumn 2**  **Favourite Stories -** Going on a Bear Hunt’, ‘Handa’s Surprise’, ‘The Three Little Pigs’ and ‘Pets’ | **Spring 1**  **Colours and Pattern – ‘**Elma and the lost teddy’, ‘Giraffes Can’t Dance’,’Elma in the wind’  **What would you like to be?**  A builder, Superhero (Use the suggestions from the children) | **Spring 2**  **Animals** – Big books ‘Down on the farm’, ‘Dear Zoo’  **Growing –** ‘Jack and the Beanstalk’, ‘Titch’, ‘Jasper’s Beanstalk’ | **Summer 1**  Going on a Journey | **Summer 2**  Under the Sea |
| **Personal, Social and Emotional Development** | Encouraging children to leave their carer independently.  Snack routine  Toilet and washing hands routine. (Targeting Edith)  Using aprons for painting and water.  Making new friends and learning new routines e.g. using the toilet and having snack.  Being me in my world | Celebrating difference  Enjoying praise for learning new skills.  Stories supporting diversity e.g. ‘It’s good to be different’ Todd Parr | Dreams and goals  Developing resilience – Giraffe just needed to keep trying!  Developing resilience and determination | Healthy me  Sorting healthy foods and drinks. Talking about healthy lunch boxes.  Modelling how to resolve | Relationships in school and at home  What to say if you want to join in | Changing me  What I can do now?  Celebrating growing and learning  Transition arrangements |
| **Physical Development** | Self-care – using the toilets, washing hands.  Using aprons for painting and water  Using props to encourage large scale movements e.g. streamers. Encourage children to explore a range of movement e.g. push along cars, digging, building  Developing preference for dominant hand. | Learning to climb safely e.g. obstacle course, climbing hill  Developing finger strength and coordination e.g. through a range of ‘funky fingers’ activities e.g. using pegs and tweezers.  Helping to put their coat on. | Learning to peddle our trikes  Developing scissor skills e.g. making kites to fly outside  Developing pencil grip.  Learning to put coats on independently. | Learning to roll, bounce and catch a large ball.  Developing a dynamic pencil grip  Dances and using part of the body | Developing strength and coordination through a wide range of gross motor movements.  Moving safely around obstacles and other children. | Using a range of equipment  Simple races and games |
| **Communication and Language** | Beginning to listen 1:1 and in small groups for a short time (as children are ready)  **Develop response to a signal** – Tambourine as a signal for ‘carpet time’.  Exploring environmental sounds | Exploring instrumental sounds e.g. loud, soft, stop | Learning to understand positional language e.g. whilst playing with the parachute or on our obstacle course. | Beginning to explain how and why? Sequencing ideas to explain how something was made e.g. a model | Listening and focusing for short periods of time in larger groups e.g. modelling a new skill | Developing a wide and varied vocabulary. |
| **Literacy** | Experiencing a wide range of mark-making.  Learning a range of nursery rhymes and beginning to join in repetitive vocabulary.  Talking about illustrations whilst sharing books. | Exploring Sensory Tray - Using props to rehearse the language in a story.  Learning about the direction of print.  Talking about the pictures in books.  Enjoying a wide range of stories and rhymes. | Using props to begin to retell a simple story or rhyme e.g. playing in the sensory tray.  Learning to recognise rhyme in spoken words.  Mark-making giving meaning to marks e.g. models, super hero capes | Alliteration – beginning to hear and say initial sounds e.g. go to the café if your name begins with…  Leaning to write the initial sounds of names. | Learning to blend and segment simple CVC words.  Learning to write their own names.  Talking about stories e.g. characters, settings and events in familiar stories. | Beginning to use some letter shapes in mark-making e.g. letters from their own names or initial sounds.  Giving meaning to a wide range of mark-making.  Embedding skills of blending and segmenting. |
| **Mathematics** | **Number Rhymes** – with puppets/toys as props to count e.g. Cheeky monkeys and currant buns.  Sorting and categorise objects according to properties such as shape or size. | Counting a range of objects.  Talking about shapes we see around us e.g. outside.  Playing with shapes | Separating a group of objects knowing that the total is still the same.  Learning to identify numerals in their environment e.g. outside | Learning that the last number we count identifies how many is in a group. | Naming 3D shapes and spotting everyday objects  Beginning to use the language of quantity.  Learning to count one more/one e.g. as each aeroplane takes off! | Using words such as straight and sides to talk about 2D and 3D shapes.  Through practical activities and games, |
| **Understanding of the World** | Encouraging children to talk about their family.  Who lives in their house?  We are all different – ‘It’s OK to be different’ Mark Todd | Christmas Celebrations  Cooking Christmas cookies  Seasonal Changes | Making pizza for our snack  Different occupations  Games children play in different countries | Which foods are healthy? Sorting foods and drinks.  Seasonal Changes  Talking about animals e.g. How they move? Where they live? What they look like? | Summer class assembly  Staying safe in the sun  Looking at spring flowers and baby animals.  Growing vegetable and fruit outside and caring for them. | Trip to visit Church Farm  Seasonal Changes  Talking about animals on the farm and wild creatures.  Talking about trips and holidays. How can you travel? Other countries suggested by the children.  How we have changed e.g. growing |
| **Expressive Arts and Design** | Encouraging children to taking part in imaginative role play e.g. ‘Humpty’s Hospital’  Simple mark-making using a range of tools | Developing big marks using a wide range of resources e.g. paints, gloop, chalks  Early cutting e.g. snipping spaghetti  Safe use of scissors and glue | Collage and textures  Finger painting  Natural paint brushes exploring texture | Mixing colours  Experimenting with different sized brushes  Printing using shapes and naturals objects | Modelling using dough, salt dough, soil, sand and slime! | Mixing colour  Painting shape e.g. octopus  Collage designs e.g. fish |