

The Federation of Brooke and Marshland Primary Schools						
Long Term Planning Early Years Foundation Stage - Foundation 2- 2017-2018- Mrs Brown, Mrs Whitfield and Mrs Baxter						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic ILP Title, trip and outline	Who Am I?	Let's Celebrate	The Magic of Fairytales Trip: Sundown Adventure Land	Step into Spring	Down at the Farm Trip: Canon Hall Farm	On the Move
Engage Activities	*Talking tub *Discuss members of our family using the photographs taken during 'Stay and Play'.	*Talking tub *Espresso videos	*Talking tub *Princess party	*Talking tub *Spring walk around school *Butterfly in school	*Talking tub *Visit to Canon Hall Farm	*Talking tub *Video/ visitor
Home Review Learning Task	All About Me Questionnaire	What do you Celebrate? collage	Castle Model	Minibeast Fact File	Farm Picture	Drawing a Map
English Books	What Do I Look Like? My Five Senses Oliver's Fruit Salad Rainbow Fish Large Family/Elephant Family Funny Bones Room on the Broom Peace at Last	Kipper's Birthday 10 Spooky Skeletons Bonfire Night Santa's Special Letter The Very First Christmas Diwali Lighting a Lamp: A Diwali Story (Festival Story) Harvest Festival	The Three Little Pigs Goldilocks and the Three Bears Gingerbread Man Little Red Riding Hood Film Clip: Frozen	Jack and the Beanstalk From Egg to Chicken (Lifecycles) Mad About Minibeasts The Very Greedy Bee Seed to Sunflower- NF text	Little Red Hen Farmer Duck Oliver's Vegetables Click, Clack Moo Film Clip: Natalie's Farm Tour Selection of Non-fiction texts	The Train Ride We All Go Travelling By The Journey Home from Grandpa's Up, Up, Up Collins- Big Cat Books 'Steam Train' and 'Around the World' Film Clip: Up Selection of Non-fiction texts
Personal Social and Emotional Development Making Relationships Self-Confidence and Self-Awareness Managing Feelings and Behaviour	Personal, Social and Emotional Development will be an integral part of the daily activities and the classroom environment. However the areas outlined below provide additional areas of focus for the year.					
	MR- Making Relationships with peers and adults SC & SA- Selecting and using resources MF and B- Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can share resources with support.	MR- Explaining own knowledge and understanding, and asks appropriate questions of others. SC & SA- Talk about self in positive terms and talk about abilities MF and B- Aware of the boundaries set, and of behavioural expectations in the setting.	MR- Initiates conversations, attends to and takes account of what others say. SC & SA- Confident to speak to others about own needs, wants, interests and opinions. MF and B- Beginning to negotiate and solve problems without aggression.	MR- Resolve conflicts with other children. SC & SA- Confident to speak in a familiar group. MF and B- Understands that own actions affect other people.	MR- Play co-operatively, taking turns with others (ELG). SC & SA- ELG- Children are confident to try new activities and say why they like some activities more than others (ELG). MF and B- Work as part of a group or class, and understand and follow the rules (ELG).	MR- Show sensitivity to others' needs and feelings (ELG). SC & SA- They say when they do or don't need help (ELG). MF and B- Changes (ELG) - Transition
Communication and Language Listening and Attention Understanding Speaking	Communication and Language will be an integral part of the daily activities and classroom environment. However the areas outlined below provide additional areas of focus for the year.					
	Listening and Attention- Listening to others one to one or in small groups, when conversation interests them. Understanding- Responds to simple instructions. Understanding the use of objects in the classroom.	Listening and Attention- Listens to stories with increasing attention and recall Understanding- Beginning to understand 'how' and 'why' questions. Can follow a story without picture or props.	Listening and Attention- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understanding- Following stories/making predictions	Listening and Attention- Maintains attention, concentrates and sits quietly during appropriate activity. Understanding- Responding to instructions	Listening and Attention- Listen in a range of situations (ELG). Understanding- Listens and responds to ideas expressed by others in conversation or discussion.	Listening and Attention- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG). Understanding- Can follow instructions. Can answer 'how'

	Speaking- Uses vocabulary focused on objects and people that are of particular importance to them.	Speaking - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Speaking- Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.	Speaking- Links statements and sticks to a main theme or intention.	Speaking- Develop own narratives and explanations by connecting ideas and events(ELG).	and 'why' questions about their experiences in response to stories or events (ELG). Speaking- Uses past, present and future forms accurately when talking about events that have happened or to happen in the future (ELG).
<u>Physical Development</u> Moving and Handling Heath and Self Care	Physical Education will be catered for through on-going provision both inside and outside the Foundation Stage Unit.				There will be an introduction to formal Physical Education lessons this term in preparation for sports day and the transition into Year 1.	
<u>Literacy</u> Reading Writing	Reading- Listens to stories with increasing attention and recall/Handles books Carefully. Writing- Writing Names	Reading- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books/ Shows interest in illustrations and print in books and print in the environment. Writing- Labelling/Lists	Reading- Knows that information can be retrieved from books and Computers/ Enjoys an increasing range of books. Writing- Captions	Reading- Links sounds to letters, naming and sounding the letters of the alphabet/ Begins to read words and simple sentences. Writing- Captions	Reading- They can read and understand simple sentences/ They use phonic knowledge to decode regular words and read them aloud accurately. (ELG) Writing- Sentences	Reading- They demonstrate understanding when talking with others about what they have read (ELG). Writing- Sentences
Phonics	Phase 2- Recognising Grapheme, Phoneme correspondences	Phase 2 and 3- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Phase 3- Begins to read words and simple sentences/ Writes own name and other things such as labels, captions.	Phase 3 and4- Attempts to write short sentences in meaningful contexts	Phase 4- They read some common irregular words/They write some irregular common words.	Phase 4- Some words they write are spelt correctly and other are phonetically plausible.
<u>Mathematics</u> Number Shape, Space and Measure	Number- Number and Counting SSM- 2D Shapes, Capacity	Number- Number, Counting, Estimation SSM- 2D Shape, patterns, position	Number- Introduce addition and subtraction SSM- 3D Shape, daily routines, size and weight	Number- Say one more and one less than a number SSM- Money, Height	Number- Recognising numbers to 20, Calculate/ Solve Problems (Addition and Subtraction) SSM- Time, Weight	Number- Ordering numbers to 20, Calculate/ Solve Problems (Addition and Subtraction) SSM- 2D/ 3D Shape, Distance Recognise, create and describe patterns
<u>Understanding the World</u> People and Communities The World Technology	P&C- Family Own Locality T- Becoming familiar with the ICT in the setting. E-Safety- Talk about the amount of time spent on it. Introduce using different paint programmes on the computers	P&C- Talking about family customs and routines Traditions and Alternative Cultures T- Keyboard skills	TW- Using Materials Changing Materials - Baking and Cooking T- Using iPads Introduce Purple Mash Programme- Know to ask an adult before using the internet. Know to get an adult if something unexpected happens when using the internet (E-safety)	TW- The Natural World, Weather Similarities, Differences, Patterns and Change Caring for Plants and Animals T- Purple Mash caption writing and painting using patterned paint brushes (On Line- Talk about staying safe on the internet to play and learn on 'Purple Mash'.- Recognising a range of	TW- Animals and their Habitats Comparing Different Environments T- Using Computers Purple Mash - Design and Keyboard Skills Introduce Education City (Multimedia- Recognising a range of technology at home and school. Select and use technology for particular purposes) (ELG)	P&C- Recall Past Experiences T- Develop Keyboard Skills and Paint Software Talk about different kinds of information such as pictures, videos, text and sound (Data- Select and use technology for particular purposes) (ELG) Remote control vehicles (Programming- Recognising a range of technology at home and school. Select and use

				technology at home and school. Select and use technology for particular purposes) (ELG)		technology for particular purposes) (ELG)
<u>Expressive Arts and Design</u> Exploring and using Media and Materials Being Imaginative	EMM- Self-Portraits, Paintings, Collages BI- Introduce home corner	EMM- Collage and Paint Experimenting with Clay BI- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	EMM- Exploring Different Techniques, Experimenting with Materials, Baking and Cooking BI- Role Play	EMM- Art through Nature Capturing Experiences Pattern and Materials BI- Chooses particular colours to use for a purpose.	EMM- Building a repertoire of songs and dances. EMM/BI- Observational Painting/ Drawings Plays cooperatively with other children to act out a narrative.	EMM- Transport 3D Models Tyre printing BI- Discussing how to improve their work.
	Music- Charanga					

All 'Specific' Areas of the curriculum will be catered for within the continuous provision.

