

Barnburgh Primary School
Foundation Stage Long Term Plan 2017-2018

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TEACHER: Miss Taylor & Mrs Kay		YEAR GROUP: Foundation Stage			CLASS: F1 AND F2	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORNERSTONES THEME	Do you want to be friends?	What happens when I fall asleep?	Why do ladybirds have spots?		What is a shadow?	Are we there yet?
AREAS OF LEARNING Highlighted areas demonstrate the areas of learning that are highly represented in the cornerstones themes for each half term	Communication and language, Physical Development, Personal, social and emotional development , Literacy, Mathematics, Understanding the world, Expressive arts and design.	Communication and language, Physical Development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world, Expressive arts and design.	Communication and language, Physical Development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world , Expressive arts and design.	Communication and language , Physical Development, Personal, social and emotional development, Literacy , Mathematics, Understanding the world , Expressive arts and design.	Communication and language , Physical Development, Personal, social and emotional development, Literacy , Mathematics, Understanding the world, Expressive arts and design.	Communication and language, Physical Development , Personal, social and emotional development, Literacy, Mathematics, Understanding the world , Expressive arts and design.
KEY TEXT	Rainbow Fish	Owl Babies	The Hungry Caterpillar	Mad About Minibeasts	The Ugly Duckling	Meerkat Mail
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PSED is planned for throughout the year, with a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. Interventions are also planned to target personal, social and emotional development.					
SEAL THEMES linked to PSED	New beginnings	Getting on and falling out (Anti-bullying week)	Going for goals	Good to be me	Relationships	Changes
PHYSICAL DEVELOPMENT	Gross motor: Cooperation games i.e. parachute games. Different ways of moving to be explored with children. Fine motor: Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp	Gross motor: Ball skills- throwing and catching. Crates play- climbing. Fine motor: Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	Gross motor: Ball skills- aiming, dribbling, pushing, patting, or kicking. Fine motor: Form recognisable letters. Handle tools, objects, construction and malleable materials and writing tools with increasing control	Gross motor: Balance, obstacle courses moving over, under and through equipment (linking to exercise and keeping healthy) Fine motor: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Gross motor: Obstacle activities- children moving over, under, through and around equipment. Moving equipment. Fine motor: Develop pencil grip and letter formation continually	Gross motor: Races to consider for Sports Day- Spider race (children to move on hands and feet), running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay (team work passing a baton). Fine motor: Form letters correctly

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			<ul style="list-style-type: none"> - Dressing independently. - Safety in and around the environment. 	<ul style="list-style-type: none"> - Dressing independently. - Safety in and around the environment. 		
COMMUNICATION AND LANGUAGE	C&L is planned throughout the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time, guided reading and show and tell have a weighty focus on CLL as well as “talking buddies” and clear classroom rules and routines. Observations, next steps and target setting support the development of individuals. Intervention programmes such as speech and language development link and nurture groups are designed to support children who are not making the expected progress.					
LITERACY	<p>Phase 1/2</p> <p>Reading: Guided reading- focus on behaviours Books with no words and with words Rhyme and alliteration</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Use language for a range of purposes</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Phase 1/2/3 differentiated</p> <p>Reading: Guided reading- knowing how stories are structured Books with words and sentences HFW to be sent home Familiar words Individual reading.</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Can continue a rhyming string Develop muscle tone to put pencil pressure on paper Can identify some phoneme/grapheme correspondences</p> <p>Use ongoing assessments and planning to inform</p>	<p>Phase 2/3 differentiated</p> <p>Reading: Guided reading- sentence structure- capital letters, full stops and finger spaces Individual reading. Books with sentences and stories HFW to be sent home. Sounds and tricky words.</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Extend spoken vocabulary Can name and sound letters of the alphabet Recognise some familiar words Decode regular words. Forming recognisable letters.</p>	<p>Phase 2/3/4 differentiated</p> <p>Reading: Guided reading- simple comprehension skills, questions Books with sentences and stories Individual reading HFW to be sent home Sounds and tricky words.</p> <p>Story Time: Fiction and Non Fiction related to topic</p> <p>Writing: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Use phonic knowledge to write and read simple words and attempt more complex words</p>	<p>Phase 2/3/ 4 differentiated</p> <p>Reading: Guided reading-simple comprehension skills, questions Books with sentences and stories Individual reading. HFW to be sent home Sounds and tricky words.</p> <p>Story Time: Fiction and Non Fiction related to topic</p> <p>Writing: Can name and sound letters of the alphabet Begin to form simple sentences using some punctuation Writing for a range of purposes. Forming recognisable letters.</p>	<p>Phase 2/3/ 4 differentiated</p> <p>Reading: Guided Reading- fluency, expression, simple comprehension skills, questions Books with stories Individual reading. HFW to be sent home Sounds and tricky words.</p> <p>Story Time: Fiction and Non Fiction related to topic</p> <p>Writing: Writes different forms for example captions, labels and lists. Attempt to write for different purposes Use talk to organise thinking and feelings for writing Forming recognisable letters.</p>

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		differentiation	Use writing as a means of communicating to audience. Linking sounds to letters. Use phonics skills to write. Writing for a range of purposes. Use ongoing assessments and planning to inform differentiation	Writing for a range of purposes. Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation
MATHEMATICS	<p>Number: Represent numbers up to ten, using fingers Count reliably up to ten objects, including those that cannot be moved Count actions or sounds Number recognition.</p> <p>Shape space and measures: Recognition and use of 2D shapes Use everyday language related to size Order familiar events</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Number: Count out a smaller number of objects (up to six) from a larger group Match and compare objects in two sets, recognising when the sets contain the same number of objects Move around or partition and recombine small groups of up to four objects and recognise the total is the same More and fewer. Adding and subtracting</p> <p>Shape space and measures: 2D Shapes</p>	<p>Number: Count reliably any arrangement of up to ten objects Counting to 10 reliably and become confident with numbers to 20. Recognising numbers to 10 and beyond. Estimating. Fewer or more. Adding and subtraction.</p> <p>Shape Space and Measures: Recognise patterns Use everyday language related to length, height, capacity and weight.</p>	<p>Number: Count reliably more and fewer objects. Total of groups. Estimate a number of objects that can be checked by counting (up to twenty) Recognise numerals of personal significance One more and one else.</p> <p>Shape Space and Measures: 3D Shapes Patterns. Months of the year Days of the week. Use ongoing assessments and</p>	<p>Number: Recognising numbers 1-20 Addition- find the total by combining two sets Subtraction- remove objects from a small group and count how many are left Identify mathematical problems based on own interests and fascinations Estimation. Counting objects.</p> <p>Shape space and Measures: Create patterns Use everyday language related to distance Explore time- o'clock</p>	<p>Number: Add and subtract two single-digit numbers and count on or back to find the answer Compare sets of up to 20 objects, using language such as ‘more’ and ‘fewer’ Solving problems of doubling, halving and sharing</p> <p>Shape space and Measures: Recap 2D and 3D shape Use everyday language related to money Use everyday language related to time Positional language.</p>

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		Patterns Money Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	planning to inform differentiation	Compare, estimate and order capacity Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation
UNDERSTANDING THE WORLD	People and communities: Me and my school Family Friends The world: Autumn Harvest Halloween Technology: Everyday technology- Effective use of IPADS and IWB Beebots and laptops	People and communities: Diwali The world: Halloween Christmas Winter Autumn- topic theme Sleeping Day and night Technology: Everyday technology- Mouse control/ keyboard skills Beebots and laptops	People and communities: New Year Chinese New Year Valentine’s Day The world: Spring Plants Growing and planting. Using different materials to build houses. Technology: Everyday technology- Beebots and laptops (use independently with confidence) As well as ipads.	People and communities: Pancake Day Easter Mother’s Day The world: Growing Animals Senses Where does food come from? Technology: Everyday technology- keyboard skills- typing our names and words. Beebots.	People and communities: St George’s Day Father’s Day The world: Shadows, Day and night Nocturnal animals Technology: Everyday technology- keyboard skills- typing sentences. Ipads and Beebots.	People and communities: Transition to Y1- getting to know Reception staff/building The world: Summer Holiday Building Habitats Technology: Photos and videos Beebots and laptops
	<u>Exploring and Using Media and Materials:</u> Expressive in art/drama/dance Create 3D structures Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces	<u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Experiments to make different textures using the creative provision Explores colour mixing in painting activities	<u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Manipulate materials to make a planned effect to support play Construct with a purpose in mind through talking about ideas and plans	<u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Use simple tools and techniques appropriately to create art work- independently explore colour mixing	<u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Sing songs Make music using instruments Dance with and without music	<u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Experiment with form and function by making props, pictures and constructions linked to own interests and those that have been taught throughout the year

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	<p>Recognise repeated sounds and sound patterns and match movements to music</p> <p><u>Being imaginative:</u> Role Play – Teddy’s bear picnic/ dressing up with relation to different professions (nurse, doctor etc)</p> <p>Use the skills taught and own experiences</p>	<p>Combine different media to create different effects</p> <p><u>Being Imaginative:</u> Role Play – (dreamy, lights, clouds, dream catchers) Night sky role play</p> <p>Use the skills taught and own experiences</p>	<p><u>Being imaginative:</u> Role Play- Bug zoo</p> <p>Use the skills taught and own experiences</p>	<p>Join materials to make a planned effect talking through ideas and plans</p> <p><u>Being imaginative:</u> Role Play- Garden</p> <p>Use the skills taught and own experiences</p>	<p>Select effective tools and techniques from a range of those available</p> <p><u>Being imaginative:</u> Role Play- Cinema</p> <p>Use the skills taught and own experiences</p>	<p><u>Being imaginative:</u> Role play- Seaside or beach</p> <p>Use the skills taught and own experiences</p>
ASSESSMENT	Baseline – send to DfE Learning journeys Intervention groups	End of term assessment Learning journeys Intervention groups	Ongoing assessment Learning journeys Intervention groups	End of term assessment Learning journeys Intervention groups	Ongoing assessment Learning journeys Intervention groups	End of term assessment Profile Learning journeys Interventions groups
ASSESSMENT SHARED WITH PARENTS	Learning journeys	Learning journeys Parent meeting (appointments)	Learning journeys	Learning journeys	Learning journeys	Learning journeys Detailed end of year report
MODERATION	Baseline moderation (in house)					
TRANSITION	Everyone in on the first day for Reception Staggered for nursery					transition days into Y1
TRIPS, VISITS AND EXPERIENCES	Engage: Bring in a box (all about me)	Engage: Come to school in Pyjamas? Cinema or story book hook.	Engage: Eggs to hatch? Caterpillars?		Engage: Shadow puppet theatre? Outside agency..	Engage: The Deep
PARENTAL ENGAGEMENT	Parental booklets sent home. Celebration assembly. Proud parent moments.	Parental booklets sent home. Celebration assembly. Proud parent moments.	Parental booklets sent home. Celebration assembly. Proud parent moments.	Parental booklets sent home. Celebration assembly. Proud parent moments.	Parental booklets sent home. Celebration assembly. Proud parent moments.	Parental booklets sent home. Home learning. Celebration assembly.

