



Barnburgh Primary School

Foundation Stage Long Term Plan 2018-19



Foundation Stage long-term planning is used as a *guide* and not a “tick list”. This is to ensure that teachers have the flexibility to plan a challenging and enjoyable experience for each child in all of the areas of learning and development, responding to the individual needs, interests, and stage of development of every child.

TEACHER - Miss Shelton, Mrs Ocock and Mrs Kay		YEAR GROUPS – Nursery and Reception			CLASS – Foundation Stage Unit	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC TITLE	People Who Help Us	Let’s Celebrate!	Winter	Life Cycles	Space	Fairytale Kingdom
CORNERSTONES PROJECTS WITHIN TOPIC	1. Why do you love me so much? 2. Why can’t I eat chocolate for breakfast?	1. What’s that sound? 2. What happens when I fall asleep?	1. Where does snow go? 2. Why is water wet?	1. Are eggs alive?	1. Can I switch it on?	1. Do dragons exist? 2. Will you read me a story?
POSSIBLE TRIPS, VISITORS AND EXPERIENCES	Fire Engine to visit school Emergency services museum Parents / community to visit who are doctors, nurses, fire fighters, lollipop persons... to talk about roles	EMTAS – Diwali, Indian dancing, food tasting. Father Christmas to visit. Anti-bullying week	Forest School Local walk	Incubator in class Farm visit Butterfly eggs in class Visit to the Tropical Butterfly House	National Space Museum Space dome visitor	Sundown Adventure Land (fairytales/ dragons)
LINKED TEXTS	Funnybones Only One You Your Heart and Lungs I Don’t Want to go to Hospital What Makes Me Me? Barn on Fire Oliver’s Vegetables	My World, Your World Diwali Christmas Chinese New Year All about China All about India Dream Snow The Christmasaurus The Christmas Promise	A Little Bit of Winter Snow Antarctica Snowflake Snowballs Winter Magic Secrets of Winter Jack Frost	Farmer Duck Life Cycles From Egg to Chick... Titch The Growing Story Jack and the Beanstalk	Whatever Next Aliens Love Underpants How to Catch a Star The Way Back Home Man on the Moon Toys in Space Goodnight Spaceman	Cinderella Rapunzel The Princess and the Pea The Knight and the Castle The Knight Who Grew Dragons Look Out, It’s a Dragon! The Kiss That Missed
IDEAS FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children will be given a range of opportunities to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities. Intervention programmes will be put in place for any children not making expected progress / attaining at the expected level of development.					
IDEAS FOR PHYSICAL DEVELOPMENT	Children will be provided the opportunity to be active and interactive and to develop their co-ordination, control, and movement. Through everyday and planned activities, children will learn the importance of physical activity and how to make healthy choices in relation to food.					
IDEAS FOR COMMUNICATION AND LANGUAGE	Children will be given opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a varying range of situations. Intervention programmes will be put in place for any children not making expected progress / attaining at the expected level of development.					
IDEAS FOR LITERACY	Phonics sessions will encourage children to link sounds and letters and to begin to read and write. In literacy sessions and guided reading, children will be given access to a wide range of reading materials (books, poems, and other written materials) and a variety of writing opportunities. Enhanced provision planning will also support this literacy development.					
MATHEMATICS	Maths Mastery					

IDEAS FOR UNDERSTANDING THE WORLD	Occupations Me and my family Different types of homes How to care for animals	Autumn changes and celebrations Halloween Bonfire Night Remembrance Day Christmas Sim/diff to how people celebrate Christmas Hanukkah	Chinese New Year Valentines Day Seasonal Changes Floating and sinking Exploring melting and freezing	Pancake day Easter Mother's Day Seasonal Changes Seed planting and growing	Father's Day Seasonal Changes Technology – how things work, exploring how technology is used in space / to learn about space	Seasonal Changes Gardening
RE TOPICS (LOVE TO CEL.)	Special People		Special Places		Special Things	
IDEAS FOR EXPRESSIVE ARTS AND DESIGN	Self portraits Emergency services vehicles box modelling	Exploring a variety of music from around the world Rangoli patterns Mehndi Christmas cards	Winter collages Exploring water – melting, freezing, colouring...	Dance – moving like the different animals Mother's day cards Making pancakes	Build space station role play Father's day cards	Dragon masks Make character puppets
ASSESSMENT SHARING WITH PARENTS	Ongoing observation, practitioner knowledge from input and group work and discussions with parents/carers/other childcare providers will inform assessment. Every child's level of development will be assessed against the early years outcomes and then the early learning goals. Assessment will be shared with parents/carers through regular sharing of learning journeys, parent's/carer's evenings, key worker/teacher discussions and end of year reports.					
MODERATION OF ASSESSMENT	Internal and external moderation (pyramid school) of baseline assessments.	Internal moderation within EY team. Invite EY governor to join (Outstanding childminder).	Nursery - External moderation with local PVI. Reception – External moderation with pyramid school.	Internal moderation within EY team. Invite EY governor to join (Outstanding childminder).	Internal and external moderation of assessments. <i>School to host moderation event.</i>	Internal moderation with Y1 teacher and KS1 leader.
TRANSITION	<i>(Prior to September – home visits, meeting new teacher, transition week...)</i>	Early starters (Jan intake) to visit school. Nursery teachers / nursery nurse to visit new children at home or in current setting.			Setting/Home visits to take place for 2019/20 new starters.	Welcome meetings for parents/carers. Reception to make regular visits into Year 1. New starters to visit. Whole school transition week.
PARENTAL ENGAGEMENT	Parents/Carers will be invited into Foundation Stage regularly to share learning journeys, take part in a variety of planned activities linked to topics, read with their children and to celebrate children's work, amongst much more. They will be informed of these opportunities half termly.					
ACTION PLANNING	Enhanced provision planning each week, completed as a whole team. Targets/actions from EY team meetings, pupil progress meetings, drop ins and observations.					