

Foundation 1 Long Term Planning 2021-2022

Autumn 1: Family and Autumn

This topic supports children’s wellbeing. Our focus is on developing children’s confidence and self-esteem in their new class and extending their understanding of our school values. Children will be supported in their awareness and expression of what they like to do as individuals and how this differs between children. Adults will build strong relationships with all children and their families. We aim to develop the children’s understanding of who they are and how they fit into their own unique family. Children will begin to learn words to describe their emotions and how they and others are feeling. Towards the end of the half term, the focus on Autumn supports children’s knowledge of the world around them and particularly the changing of seasons. We wish to create a sense of wonder and excitement about our world and the desire to look, notice and talk about what we see.

Key Texts: Owl Babies, The Little Red Hen

Satellite Texts, particularly supporting a PSED theme and cultural diversity:
The Family Book, Starting School (Ahlberg), Grandfather and I (Buckley), Rosie’s Walk, The Sly Fox and the Little Red Hen, Chicken Licken, Pumpkin Soup, Peepo

Key Vocabulary

Rules, polite, family, different, brother, sister, mother, owl, nocturnal, twigs, feathers, swooped, scared, worried.

Season, autumn, leaves, hen, grind, wheat, change, baker, farmer

Links to school themes: Well being

Visits:

Parental engagement: Parents are encouraged to stay for the initial session as children start school. Stay and Play session – Spiders and Pumpkins – Physical Development focus.

Outside Influence – The Little Red Hen

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Developing Understanding of group time rules.	Learning to separate from carers, maybe with support and encouragement.	Gross Motor – kicking balls, running, squatting, balancing on one leg	Handling books carefully	A: uses adjectives, asks for more, not enough. Understands gone/ all gone. Learns amounts change.	RE: Children’s families – who is in your family? To know that families are all different. To be able to talk simply about their own family experiences.	Learning Nursery Rhymes
Understanding simple instructions and questions	Learning to navigate the setting comfortably.	Learning how to move large equipment with adult support.	Listening to short stories within small groups and 1-1	C: says familiar numbers. Knows numbers exist	How old are you? To understand that age changes.	Jolly Music – understand some simple hand signals, performing actions in time to the pulse, introducing high and low pitch.
Developing interest in listening to and joining in with songs and stories.	Learning to choose own play activity.	Enjoying moving to music.	Remembering some repeated wording.	L: I know my name	Science: investigating natural materials: features, twigs, leaves.	Collage technique with glue sticks
Learning to look at a person when they talk to them, using their name.	Learning about our rules and boundaries.	Parachute Games	Joining in with actions within stories and rhymes.	I: I can group objects. shapes as I play. Knows 2D shapes exist.	Baking bread, making veg soup. Changing materials – wheat into flour, hard to soft veg, lumpy to smooth.	Teaching easel painting routines.
Starting to talk about feelings – sad, happy, worried	Building relationships with adults and children.	Fine Motor: Moving away from fist/palmer grasp.	Handling books carefully and holding books the correct way around.	A: Plays with and shows interest in containers. Understands now and later. Describes objects as tall or short.		Painting Self Portraits – Appreciating other
	Learning to respond to the feelings and wishes of others.	Learning how to use tweezers.	Recognising my own name card.	E: Sorting objects		
		Learning how to handle instruments.				
		Activities to promote pincer grasp.				

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<p>Learning to speak in simple sentences.</p>		<p>Introduction to cutting skills.</p> <p>Basic joining – using a glue stick.</p> <p>Building simple block structures.</p> <p>Completing insert jigsaws</p>	<p>Letters and Sounds – environmental and instrumental sounds.</p> <p>Practising horizontal and vertical strokes and circles.</p> <p>Receiving letters and instructions. Introduction to shared writing – thankyou letters and lists.</p>	<p>Understands composition of numbers to 3. Understands position words. Talks about 2D shapes using informal language</p>	<p>Observing hens – to know that hens lay eggs. To be able look closely and notice features. Observing and talking simply about what they see.</p> <p>Showing care and interest in living things. Introduction to our class pet.</p> <p>Geography: seasons – learning about Autumn. Observing and exploring autumn collections. Talking about the change in weather.</p> <p>Enjoying playing with small world resources.</p>	<p>people’s self-portraits. Drawing simple faces.</p> <p>Observational Drawing of vegetables: using lines to enclose a shape. Looking at representational colours.</p> <p>Natural Art using veg and autumnal resources</p> <p>Drama Techniques – Reading the picture, beginnings of tableau as we collectively act out the story. Teacher in role.</p>
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Evaluation of Outcomes and Future Actions:

Autumn 2: People Who Help Us and Christmas

This topic focuses on children’s direct life experiences of Bonfire Night and Remembrance Day. Children’s wellbeing is supported through a focus on understanding emotions and extending children’s vocabulary further. A fireworks party at school prepares children for the potentially scary Bonfire Night celebration and then this experience supports children’s creative opportunities within class. Children learn about jobs within society and particularly, the important job fire fighters do. They benefit from a visit from Worksop Fire Brigade and a female doctor, helping to challenge gender stereotyping. They learn about how to stay safe in the event of a fire and who helps them in other situations. As December arrives children learn about the Christmas celebration, create costumes and perform in our Nativity Play, thereby supporting our school theme of Creative Arts. A trip to Perlethorpe allows the children to learn within the local environment, engage with new people and manage their own emotions, with their Key Workers support. They will begin to understand that not everyone celebrates Christmas and that people celebrate different things, in different ways.

Key Texts: People Who Help Us Non-Fiction focus. Jesus’ Christmas Party

Satellite Texts, particularly supporting a PSED theme and cultural diversity:
Flo of the Somme, Ness the Nurse, Firefighter (female firefighter), Stanley the Post Officer, First time, Dentist (multicultural female), Alan’s Big Scary Teeth, Welcome to our World, The Dark (being brave), The First Christmas

Key Vocabulary

Soldier, brave, poppy, silence, emergency, 999, extinguish, dangerous, hose, siren
Celebration, nativity, audience, shepherds, costume, Jesus, nervous, worried, decorations.

Links to school themes: Well being, Creative Arts
Visits: **Worksop Fire Brigade and a doctor. Trip to Perlethorpe – Christmas crafts and Nativity re-enactment.**
Parental engagement: Costume Decorating Day
Outside Influence – Character Hook (‘King on the Hill’) – The Firefighters. Introducing the idea of an Audience – performing a song to the Firefighters

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Knowing to look at an adult as they read in group.	Selecting own resources to help achieve a suggested goal.	Gross Motor – hopping, standing on one leg, holding a pose in a game (musical statues). Running and stopping.	Handling books carefully, the correct way up. Turning pages one at a time.	A: Amounts in a group decreases. Understands too much. Introducing comparative language (‘-er’).	Geography: To show an interest in occupations. To know that fire is dangerous. To be able to talk about features of a fire engine.	Singing nursery rhymes – see literacy plan.
Developing interest in listening to and joining in with songs and stories.	Becoming more familiar with rules.	Dancing to different music.	Finding the title	C: Says some familiar names. Knows numbers exist. Touches one body part at a time.	To know that police officers, doctors, nurse, dentists and teachers help people.	Collaborative Art – Poppies, pasting technique, collage
Expressing feelings – excited, scared. Expressing needs politely.	Expressing own preferences and feelings.	Floor drawing – leaning on one arm.	Listening to short stories within small groups and 1-1, with increasing attention.	L: Flash cards to 5 objects. I have 2 hands	Supporting the building of imaginative small worlds	Representational painting – fire engines, people – enclosing spaces, adding detail.
Joining in with many words to songs – Nativity songs.	Building relationships – how to invite others to play, how to seek help.	Fine Motor: Developing the pincer grip – manipulating small toys, using tweezers, inset jigsaws	Remembering repeated wording. Know ‘The End’.	I: I can group objects	History: Recalling events from their own lives: experiences of Halloween, bonfire night, remembrance.	Introduction to colour mixing – red and yellow
	Having an awareness that some actions hurt or harm others.	Sewing progression (posting, threading, sewing) – sewing calendars	Joining in with actions and words within stories and rhymes.			Firework Painting: Technique – marble rolling, splatter painting, salad spinning.

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	<p>Being brave – performing our play to an audience.</p>	<p>Developing pen grasp to complete pre-writing tasks.</p> <p>Introduction to cutting skills.</p> <p>Basic joining – using a glue stick.</p> <p>Connecting construction toys.</p>	<p>Knows the term ‘character’ and can recall characters.</p> <p>Letters and Sounds – voice sounds, alliteration, memory games (kimms game), visual discrimination – shapes.</p> <p>Writing: Tracing over writing pattern sheets.</p> <p>Modelling emergent writing and ascribing meaning to marks.</p> <p>Receiving letters and cards. Beginning to Learn the purposes of print – letters, cards, lists</p>	<p>S: Shows awareness of shapes during play. Knows 2D shapes exist.</p> <p>A: Plays with and shows interest in containers. Describes objects as ‘tall’ or ‘short’. Understands now and later.</p> <p>E: Sorts a pile of objects.</p> <p>D: notices patterns in stories and pictures</p> <p>Composition of numbers to 3. Understands position words. Talks about 2D shapes using informal language.</p>	<p>To know that we remember the brave soldiers on Remembrance Day.</p> <p>R.E.: Introduction to the term ‘celebration’. To know people celebrate different things.</p> <p>Beginning to know that Christians believe Jesus was born on Christmas Day. To know the key events in the Nativity Story. To know that the story is from a long time ago.</p> <p>Science: exploring magnetic attraction – magnetic play resource.</p> <p>Different forces – stretching (elastic bands and geoboards)</p> <p>Baking – star biscuits</p>	<p>Instrumental sounds and expressive movement linked to fireworks.</p> <p>Using physical materials to create 2d Transient Art related to fireworks</p> <p>Christmas Cards – Xmas Trees: introduction to stepped processes – colour wash, marble rolling and collage.</p> <p>Learning new songs – Nativity songs. Performing our Nativity to an audience.</p> <p>Drama Techniques – Reading the picture, beginnings of tableau as we collectively act out scenarios. Circle Packing. Teacher in role.</p>
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Evaluation of Outcomes and Future Actions:

Spring 1: Winter and Chinese New Year

This topic supports children’s awareness of the world around them and how seasons change. They will learn, through hands on experiences, about winter. The school theme of STEM is supported as children are introduced to scientific investigations around freezing ice and melting and talking about changes in materials. Building on from prior learning in Nursery, children will begin to understand about hibernation and be encouraged to think about how some animals are suited to cold weather. A focus on Chinese New Year allows the children to experience the excitement of a cultural celebration and gain new knowledge about the world and other people. They will be encouraged to make connections between the things people do when they celebrate and how celebrating makes people feel.

Key Texts: Let’s Go Home Little Bear, Going on a Bear Hunt

Satellite Texts, particularly supporting a PSED theme and cultural diversity:
The Night Box (Louise Greig), The Dark (Lemony Snicket), Bear Feels Sick, Scared of the Bear, Peace at Last, Can’t you sleep Little Bear, Chinese New Year non-fiction, Brave Bear, Where’s my Teddy?

Key Vocabulary

Ice, Melting, Frozen, Change, Winter, Bear, Cub, foot prints, icicle, hibernate, cave, Torch, Light, dark, Scared, worried, Celebration, Chinese New Year, Kung hi fat choy

Links to school themes: Well being, STEM

Visits: **Workshop Fire Brigade and a doctor. Trip to Perlethorpe – Christmas crafts and Nativity re-enactment.**

Parental engagement: Stay and Play – Marvelous Maths

Outside Influence Character Hook – Mr Guest. Developing the concept of an audience – Videoing or performing our retell of Going on a Bear Hunt for Mr Guest

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Knows to sit and look at an adult as they read or speak in group.</p> <p>Talking about familiar stories, recalling key events, using some story language and refrains.</p> <p>Developing understanding of why questions.</p> <p>Joining in with words and actions to</p>	<p>Selecting own resources to help achieve a suggested goal.</p> <p>Expressing own preferences and feelings.</p> <p>Encouraging co-operative play and talk between peers.</p> <p>Developing an awareness of other people’s and character’s feelings. Scared, worried, excited, happy, upset</p> <p>Aware of our diamond rules, naming the rules</p>	<p>Gross Motor skills: moving expressively within stories (linked to Going on a Bear Hunt), dancing to different music, walking upstairs and downstairs, two feet to a step.</p> <p>Using large muscle movements, waving flags and ribbons.</p> <p>Fine Motor: Extending pincer grasp, use of two hands activities - smaller threading, picking up smaller bits of paper to collage.</p> <p>Developing pen grasp to complete pre-writing tasks and</p>	<p>Reading: Listening to stories with increased attention and recall, increased participation in group retelling.</p> <p>Understands the terms character, title.</p> <p>Beginning to be aware of the way stories are structured. Can talk simply about key events in texts</p> <p>Knowing that some books are stories and some are</p>	<p>A: Uses vocab ‘big’, ‘small’, ‘hot’, ‘cold’, ‘small’, ‘short’, fast’, ‘slow’, ‘near’, ‘far’, ‘old’, ‘young’. Introduce comparative vocabulary ‘-est’.</p> <p>C: Says 1,2,3. Knows numbers exist. Can touch and name, one object at a time, when in a line.</p> <p>L: I have one head</p> <p>I: I can group objects</p>	<p>History: Recalling events from their own lives – Christmas.</p> <p>Science: Exploring collections of different ice forms/snow.</p> <p>To know that ice melts when it warms up. To know water freezes when it is very cold</p> <p>To know how to operate a wind up torch. To know that torches give you light. Exploring dark in the dark text. Exploring how light shines through different materials, shadows.</p>	<p>Singing nursery rhymes – see literacy plan.</p> <p>Jolly Music - performing actions in time to the pulse, understanding high and low pitch, introducing fast and slow pulse.</p> <p>Representational Drawing – enclosing spaces, drawing bears</p>

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<p>many nursery rhymes.</p> <p>Expressing own needs and desires politely.</p> <p>Talking about feelings: scared, worried, excited, happy, upset.</p> <p>Encouraging co-operative talk and play between peers.</p> <p>Understanding two step instructions based on routine.</p>	<p>and talking about why we need rules.</p> <p>How to help others.</p> <p>Seeking help.</p>	<p>simple representational drawing.</p> <p>Use of tools: Collage – using glue sticks and PVA glue with a spreader.</p> <p>Joining – using sticky tape to attach things to paper.</p>	<p>information texts / non-fiction</p> <p>Beginning to listen to short stories with no pictures or props.</p> <p>Letters and Sounds: Voice sounds, oral blending, alliteration, sound patterns and visual discrimination, pattern.</p> <p>Writing: Knowing that print carries meaning. Shared writing – lists. Encouraging and supporting emergent writing.</p> <p>To know that instructions tell us how to do something.</p> <p>To know that print is read from left to right and top to bottom.</p> <p>Developing drawing skills – introduction to Austin’s butterfly. Ascribing meaning to different marks.</p>	<p>S: Shows interest in shapes as I play. I know 2D and 3D shapes exist.</p> <p>A: Describes objects as tall or o language. Makes comparisons between size, length and capacity. Talks about patterns around them</p>	<p>Cooking – making a stir fry, chopping vegetables, making hot chocolate</p> <p>Materials vocabulary –linked to ice: hard, bend, snap, solid, liquid</p> <p>To know that animals have fur which keeps them warm. To know that some animals, including bears, hibernate in the winter.</p> <p>Geography: To know that it is winter. To be able to talk simply about the weather in winter.</p> <p>RE: To know that some people celebrate Chinese New Year. To begin to know that people celebrate different things. To begin to understand that we live in Worksop but people live all over the world. Stories from another culture – Zodiac Story.</p> <p>To know that computers help us to retrieve information. Learning about Chinese New Year using Ian’s DVD.</p>	<p>Exploring Paint – table painting, colour mixing and print.</p> <p>Collage – Chinese New Year Cherry Blossom, introduction to tissue scrunching, straight line printing</p> <p>Introducing instrument repeating patterns. Enjoying multicultural music and dancing linked to Chinese New Year. Expressing thoughts and feelings about what they have heard.</p> <p>Drama Techniques: Role on the wall, circle packing, hot seating, collective drawing, placing the prop.</p>
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Evaluation of Outcomes and Future Actions:

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Spring 2: Fairy Tales and Easter						
<p>This topic will develop children’s knowledge of traditional tales and their ability to retell them with confidence. Drama and small world opportunities support our school theme of Creative Arts and develop children’s abilities to retell stories. Children will explore materials and their properties and think about what materials are good for house building and why. A focus on physical development allows children to learn new skills that support later STEM work. Parents will accompany us on a walk around the immediate area, looking at houses and noticing key features and differences. We reintroduce our Wellbeing theme as we focus on Mother’s Day and return to the idea that all families are different. The half term ends with a focus on Easter and builds on all previous knowledge around cultural celebrations.</p>						
<p>Key Texts: Goldilocks and The Three Bears, The Three Little Pigs</p> <p>Satellite Texts, particularly supporting a PSED theme and cultural diversity: Other fairy tales, Princess Smartypants, Look out the Wolf is Coming, The Jolly Postman, Mrs Wishy Washy, It’s a No Money Day, Farmer Duck, Duck in the Truck</p>				<p>Key Vocabulary</p> <p>Once up on a time long ago, characters, Small, Medium, Big, soft, strong, weak, hard, rough, chimney,, shape vocabulary, first, second, third, spring, Easter, hatch, celebrate, Christian</p>		
<p>Links to school themes: STEM, Valuing Worksop, Creative Arts</p> <p>Visits: Walk around the locality with a focus on housing and environmental print.</p> <p>Parental engagement: Supporting the Local walk around the immediate environment</p> <p>Outside Influence Character Hook – Baby Bear – building a chair, Mother’s Day cards, trying your best for mum.</p>						
Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Enjoys listening to longer stories and can answer questions, recalling some key events, beginning, end.</p> <p>Learning to look at a peer who is talking to them during Exploring Time.</p> <p>Listening to and following instructions involving positional language.</p> <p>Knowing to respond to why questions with ‘because’.</p>	<p>Enjoying responsibility, talking on roles and challenges and being willing to help.</p> <p>Thinking about how other characters / people might be feeling, beginning to empathise.</p> <p>How to seek help from peers and adults, asking politely.</p> <p>Learning to play within small groups, learning to listen to peers’ ideas and share your own ideas.</p> <p>Making mistakes - saying sorry when you need to.</p>	<p>Gross Motor: how to move large objects together with peers.</p> <p>Catching large balls.</p> <p>Learning to balance on thin track equipment.</p> <p>Learning simple sequence of movements within songs.</p> <p>Woodwork – introduction to sawing.</p> <p>Fine Motor: supporting children to develop tripod grasp.</p>	<p>Reading: Listening to stories with increased attention and recall, increased participation in group retelling, story sequencing and use of refrains, story vocab.</p> <p>Suggesting how stories might end.</p> <p>Understanding the term ‘setting’, naming settings.</p> <p>Identifying non-fiction texts.</p> <p>Writing: Reinforcing print is read from top to bottom, left to right.</p>	<p>A:Vocab: biggest, smallest, nearest, furthest, hottest, coldest. Understands ‘just right’ in Goldilocks. Knows amount doesn’t change in a group.</p> <p>C: Says 1,2,3. Finds own purpose for counting. Given context can touch and say (eg “car”) one object at a time, objects in a line, then a pile.</p> <p>L: I have one head</p> <p>I: I can group objects</p> <p>S: I can follow some early position talk, I step movement instructions. I</p>	<p>Science: materials vocab: strong, hard, weak, heavy, light. To know that bricks are a strong material used to build houses. To know that people live in different houses. To be able to name basic features of a house.</p> <p>To know the names of farm animals and their young. To be able to talk about farm animals as they observe them.</p> <p>To know the term spring. To know that chicks hatch</p>	<p>Singing nursery rhymes – see literacy plan.</p> <p>Jolly Music – distinguishing between a song and a rhyme, understanding and using different voices, including thinking voice</p> <p>Instrument repeating patterns.</p> <p>3D modelling – Building houses using different media – lego, wooden blocks, box modelling</p>

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<p>Singing songs – starting to perform in small groups at the front of class.</p>	<p>What does sorry mean? Accepting apologies. + Clever Never and Road Safety</p>	<p>Extending cutting skills. Box modelling – sticking shapes/adding pieces to represent features, using glue spreaders effectively. Construction toys – building structures using joining toys. Making enclosures Extending people drawing skills – drawing mothers. Using knives – making sandwiches for our Teddy Bears’ Picnic</p>	<p>Understanding print conveys meaning, ascribing meaning. Shared writing – cards, lists, letters. Austin’s butterfly – extending drawing skills. Encouraging and supporting emergent writing for purpose. Letters and Sounds: alliteration, memory games, rhyme, oral blending, oral segmenting, sounds patterns (instrumental repeating pattern, including visual representation). Visual discrimination – odd one out activities.</p>	<p>know 2D and 3D shapes exist, show an interest in shapes as I play/make. A: Understands hot/cold, fast/ slow, heavy/ light. Describes an amount of space, shows awareness of money. E: Sorts a pile of objects. D: Notices patterns in pictures and stories. Composition of numbers up to 4. Selects shapes appropriately as they build. Talks about and explores 2D/ 3D shapes using informal and mathematical language. Makes comparisons between size, length and capacity. Talks about patterns around them. Creates and extends ABAB patterns</p>	<p>from eggs. Observing cut flowers, watching decay. Geography: To know that it is spring. To know flowers begin to grow in spring. Discussing families, linked to Mother’s Day. Who lives in your house? Celebrating differences. Non-Fiction text related to Multicultural homes, making comparisons. Tractor Ted, Farm Animals History: Time Vocabulary – long ago, once upon a time. RE: Learning about how some people celebrate Easter, recalling what we know about celebrations. Reading non-fiction texts about Easter.</p>	<p>Drawing Houses – Observational Drawing of local houses. Drawing skills– enclosing a space, adding simple features. Observational Drawing using an artefact– an old fashioned iron. 3D Modelling – Exploring clay in different forms – sloppy, mixed with other media such as pebbles, hard. Making Thumb Pots. (Daffodil or nest theme) Drama Techniques: Placing the text, tableau, introduction to role on the wall, reading the picture, hot seating, collective drawing, placing the prop, magic microphone introduced.</p>
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Evaluation of Outcomes and Future Actions:

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Summer 1: Growth and Change

The school theme of Sustainability features heavily in this half term’s learning. Children will develop their knowledge of the world around them and the impact we have on this. We spend lots of time in our school Wildlife Area, learning about the plants and wildlife. We will care for frogspawn and develop a sense of wonder and respect as we care for the tadpoles. The story of Jack and the Beanstalk provides the opportunity to learn about how to grow and care for plants. Children will investigate what plants need to grow and be encouraged to make predictions and test their ideas. This learning links in to how the children themselves grow and change and allows us to revisit learning around the differences between people. The last day of the half term will be Summit Day, where the children start to learn about who Sir Edmund Hillary is and about taking pride in being a member of the school and local community.

Key Texts: frog non-fiction, Jack and The Beanstalk, planting non-fiction

Satellite Texts, particularly supporting a PSED theme and cultural diversity:
The Bog Baby, Oi Frog, 10 Little Fingers and 10 Little Toes, Jim and the Bean Pie, Caring, Being Kind, I don’t Eat Toothpaste Anymore, Jasper’s Beanstalk, My Bean Diary, Titch, Dora’s Chicks, Mine!

Key Vocabulary

Life cycle, frogspawn, tadpole, froglet, frog, change, grow, plant, bean, seed, measure, leaves, stem, roots, size comparison vocabulary, ruler.

Links to school themes: Sustainability, wellbeing
Visits: local walk to the library
Parental engagement: supporting the walk to the environment, learning about the library services.
Outside Influence Character Hook – Mrs Miller and the Nursery children. **Outcome** – class non-fiction book about the life cycle of a frog.

Prime Areas of Learning Focus	Specific Areas of Learning Focus
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Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Enjoys listening to longer stories and can answer questions, recalling key events in the correct order.</p> <p>Developing conversational skills – remembering to look, listen and respond.</p> <p>Following two-step instructions.</p> <p>Following short stories without pictures or prompts.</p>	<p>Enjoying responsibility of small independent tasks.</p> <p>Learning we are part of a school community, Summit Day.</p> <p>Being kind to others, caring for living things.</p> <p>Asking other peers for support before an adult.</p> <p>Learning how to solve conflicts.</p> <p>Learning how to tell someone politely that</p>	<p>Gross Motor: Choosing the right resources for your plan.</p> <p>Developing skills with the scooters, bikes and tricycles.</p> <p>Moving large equipment with peers.</p> <p>Moving in different ways – crawling, wiggling, rolling, jumping, hopping.</p> <p>Fine Motor:</p> <p>Supporting tripod grip.</p>	<p>Reading: To know the difference between fiction and non-fiction. Sequencing stories pictorially, learning texts through enactment, small world and oral retelling.</p> <p>Understanding the terms characters, setting, beginning and end.</p> <p>Discussing characters actions and motives.</p> <p>Reading text from left to right, top to bottom. Exposure to books having page numbers.</p>	<p>A: recognises lots, few, more than, less than, fewer than, least, most. Recognises ‘just right’. Understands all gone, gone.</p> <p>C: says 1,2,3,4,5. When to count – given context and told. Repeats last word said. Plays with adult – repeats total. Picks out one object at a time from a pile. Interested in familiar numbers.</p> <p>L: My hand has 5 fingers.</p> <p>I: Groups objects. Pim is counting – given context and told.</p>	<p>Science: To be able to talk simply about a life cycle. Observing frogs, frogspawn and tadpoles closely.</p> <p>Growing plants and recording their growth. To know that plants need water and sunlight to grow healthy.</p> <p>Exploring natural materials – seeds.</p> <p>Baking – making egg and cress sandwiches, making icing to decorate biscuits.</p>	<p>Singing nursery rhymes – see literacy plan.</p> <p>Jolly Music – distinguishing between song and rhyme, learning to perform an action in a rest, learning words and more complicated actions for new songs.</p> <p>Observational Drawing using pastels, daffodils</p> <p>Introduction to ipad Art – David Hockney</p>

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<p>Enjoys listening to new, complex information (linked to frogs and plants).</p> <p>Saying if you agree or disagree. Saying why you disagree.</p> <p>Extending vocabulary linked to topic</p> <p>Making up stories with peers during small world and role play.</p>	<p>you don't like what they are doing.</p> <p>Reinforcing diamond rules and following them without reminders.</p> <p>Playing co-operatively within a group, how to listen and negotiate.</p>	<p>Refining threading skills.</p> <p>Developing two-handed skills – paper chains, cutting around shapes.</p> <p>Joining skills (hole punch, treasury tags, split pins)</p> <p>Box modelling – building castles how to join boxes together.</p>	<p>Writing: Shared writing of a non-fiction book. Learning about what a word is. Exposure to the idea that some words are longer than others. Exposure to full stops and capital letters, spaces between words.</p> <p>Practising anti-clockwise motion.</p> <p>Encouraging emergent writing using letter shapes.</p>	<p>S: Uses some position talk. Follows two step instructions. Uses 2D / 3D shapes when playing/making. Knows 3D shapes exist. Explores symmetry in play.</p> <p>A: Understands hot/ cold, plays 'shop', describes an amount of space, objects as tall or short, understands fast and slow.</p> <p>E: Records sorting using mark making.</p> <p>D: Copies simple patterns when clapping</p> <p>Understands composition of numbers to 5. Experiments with their own symbols and marks. Combines shapes to make new ones. Extends and creates ABAB patterns. Notice errors in patterns. Begins to describe a sequence of events. Discuss familiar routes and locations.</p>	<p>Geography: Showing care and concern for our environment and living things.</p> <p>Talking about places they visit in the locality. Discussing the route to the library.</p> <p>History: To know that humans change and be able to talk about what we could do as a baby, a child and an adult. Making sense of their own history.</p> <p>RE: Observing baby pictures, similarities and differences. Linking to the similarities and differences between the children now.</p>	<p>Colour Mixing – introduction through tile painting – mixing to make green (leaves).</p> <p>Collage – Using PVA glue to create green / blue collages, representational of ponds. Vocabulary extension – rough, soft, shiny, curved, straight, sticky, dry.</p> <p>Drama Techniques: Placing the prop, tableau, introduction to role on the wall, reading the picture, hot seating, collective drawing, placing the prop, magic microphone.</p>
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Summer 2: Pirates and Being Healthy

The school theme of Valuing Worksop is embedded within this topic. We make simple comparisons between the seaside and Worksop. Children will have the opportunity to talk about their own experiences of going on holiday. They will learn about maps and how they help us to locate places and have experience of using maps during their role play activities. We learn about enjoying places that are closer to home and visit Clifton Park. The theme of Healthy Bodies encourages children to think about healthy food choices and to know that too much sugar is unhealthy for your body. Children will explore fruits from around the world and begin to understand that there are different countries. They will learn how sleep and exercise are important and will engage in lots of sporting activities as the children's first Sport's Day arrives. Children will learn about how to look after their body in the Summer.

Key Texts: Pirate non-fiction, The Train Ride, The Very Hungry Caterpillar, Handa's Surprise.

Key Vocabulary

Satellite Texts, particularly supporting a PSED theme and cultural diversity:
Mrs Pirate, Shark in the Dark, Jolly Olly Octopus, Handa's Hen, Fruits, My Body, Monkey Puzzle, Anancy and Mr Dry Bone, Mr Big

Pirates, Island, treasure, map, direction, telescope, route, forwards, backwards, Worksop, seaside, beach, rock pools, waves, Different, float/ floating, sink, country
Healthy, exercise, Africa, England, globe

Links to school themes: Valuing Worksop, sustainability, Wellbeing

Visits: Family trip to Clifton Park

Parental engagement: Family Fun day, Sport Day

Outside Influence Character Hook – Pirate Hook, helping him find Polly Parrot, building him a boat.

Prime Areas of Learning Focus			Specific Areas of Learning Focus			
Communication and Language	Personal, Social and Emotional Dev.	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Listening to and recalling events from longer oral stories. Asking and responding to how and why questions. Being able to express a viewpoint. Saying if you agree or disagree with a friend or adult, using words as well as actions. Making up stories with peers during	Enjoying responsibility of small independent tasks. Empathising with others, thinking about how others might be feeling. Asking other peers for support before an adult. Learning how to solve conflicts. Learning how to tell someone politely that you don't like what they are doing.	Gross Motor: Learning simple sequence of movements within songs. Throwing and catching games with adults and other peers. Moving freely in a range of ways during PE. Beginning to take part in some simple group games with peers (eg throwing in groups, chasing, rolling games)	Reading: modelled reading – messages in bottles, ransom notes Identifying non-fiction texts from collections of books. Introduction to contents page as a list. Engaging in conversations around stories, discussing characters, setting and plot. Retelling in correct sequence using story language. Naming different parts of a book.	A: recognises lots, few, fewer than, least, most Understands all gone, gone, 'just right' in a range of contexts. C: Interested in familiar numbers. Says 1,2,3,4,5. Knows to count when given context. Finds own context for counting, with purpose. Picks out one object at a time from a pile. Repeats total after adult. L: My hand has 5 fingers.	Science – investigating floating and sinking – to be able to say which objects float. Making boats and testing if they float. Looking at different materials we have used, what happened to the materials? To know that fruit and vegetables are healthy foods. To know that too much sugary foods are not healthy. To know that sleep and exercise are healthy for your body.	Singing nursery rhymes – see literacy plan. Jolly Music - distinguishing between song and rhyme, learning to perform an action in a rest, learning words and more complicated actions for new songs, performing actions in time to the pulse. Tapping out simple repeated rhythms. Mixing media – combining sand and paint

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<p>small world and role play.</p>	<p>Reinforcing diamond rules and following them without reminders.</p> <p>Playing co-operatively within a group, how to listen and negotiate.</p> <p>Changes - Preparing emotionally for transition to F2.</p>	<p>Fine Motor: developing the tripod grasp.</p> <p>Extending cutting skills – around simple shapes.</p> <p>scrolling paper – father’s Day messages in bottles</p> <p>Joining skills – split pins (caterpillars)</p> <p>Tracing – developing control.</p> <p>Representational drawing – Polly Parrot, Pirate Pete, treasure maps.</p>	<p>Writing: shared writing – Father’s Day messages, Missing posters, securing directionality.</p> <p>Developing good control over mark making equipment, particularly with name writing and emergent writing.</p> <p>Writing names using correct letter formation.</p> <p>Letters and Sounds: Oral blending and segmenting, initial sounds in words, creating rhyming strings, clapping syllables in names and other words.</p> <p>Learning Jolly Phonics songs, introduction to some grapheme-phoneme correspondences.</p>	<p>I: Groups objects. Pim is counting, given context and told.</p> <p>S: Knows 3D shapes exist. Uses early position talk. Follows 2 step instructions. Explores symmetry in play.</p> <p>A: Describes amount as heavy or light, describes amount of space. Understands fast and slow, plays ‘shop’</p> <p>E: Records sorting using mark making.</p> <p>D: Copies simple clapping patterns.</p> <p>Understands composition of numbers to 5. Experiments with their own symbols and marks. Extends and creates ABAB patterns. Notice errors in patterns. Begins to describe sequence of events. Discuss familiar routes and locations. Compares size, length, weight and capacity.</p>	<p>baking – making hard tac biscuits, making fruit kebabs</p> <p>Geography: To know that our school is in Worksop. To know that maps help us to locate places and find our way. Making and using maps within role play.</p> <p>Making very simple comparisons between the seaside and Worksop.</p> <p>Africa: introduction to the idea that countries are different and that people live in different countries.</p> <p>Programming beebots – To be able to use a simple programmable toy on a map, learning about routes taken and vocab: forwards, backwards, turn.</p> <p>History: Recalling events – going to the seaside/on holiday.</p> <p>RE: Noticing differences between people, where they live and how the live. Developing positive attitudes.</p>	<p>to make rough beach collages, glitter and blue paint to make shimmering seas</p> <p>Observational Drawing – Fruit, using representational colours and lines to enclose spaces. Using pastels and chalks</p> <p>Fruit Printing – using appropriate colours.</p> <p>Drama Techniques: Placing the prop, tableau, reading the picture, collective drawing, placing the prop, magic microphone.</p>
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Evaluation of Outcomes and Future Actions: