

Foundation Stage Long Term Curriculum Plan

Areas of Learning:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics		All about me My community Superheroes	Autumn Puppets Christmas	Earth and Space Winter - Artic Machines	Planting Farms Dinosaurs	Spring Planting All around the world Holidays	Summer Pirates Beaches All around the world
Possible themes/Interests/Lines of enquiry		Diwali Harvest	Bonfire Night Remembrance Day	Chinese New Year Valentine's Day	Mother's Day Easter	Sports Day	Father's Day Transition Days
Key Texts	Nursery	Once there were giants Lost and Found Pumpkin Soup	The Gruffalo Little Red Riding Hood The three Billy goats gruff The three little pigs Christmas Story	Whatever Next How to catch a star Owl babies	The colour monster If I had a dinosaur Dinosaur roar Little kids' book of dinosaurs	Shark in the park The very hungry caterpillar Jump and shout Foggy, foggy forest Handa's Surprise	Penguin on holiday Tank Tanka Skunk All are welcome Under the same sky
	Reception	Once there were giants Lost and Found 5 minutes peace Pumpkin Soup Room on the broom	Little Red (Literacy Tree) The three billy goats gruff The three little pigs Christmas story	Whatever Next Look Up (Literacy Tree) Ning and the night spirits Night monkey, day monkey Gruffalo's Child	The colour monster If I had a dinosaur Dear dinosaur Tyrannosaurs Drip The girl and the dinosaur	Shark in the park The little gardener The extraordinary gardener (Literacy Tree) The tiny seed (Literacy Tree)	Penguin on holiday Baby goes to market Our world, a first book of geography Clean up
Key Vocabulary	Nursery	Harvest fruit vegetables growing-up home autumn leaves falling school nursery adults look for watch habitat family rabbit fox deer mole mouse hedgehog spikes acorns	Stories fairy tales make believe fairies good bad places woods castle special presents gifts	Winter cold ice snow weather melt watch look see night-time morning lunch time tea time stars sky moon Pull around travel globe planets Earth Space astronaut	Puddles rain rainbows colours mixing exploring loud quiet stamp crawl stomp roar dinosaur egg open hatch seas Easter Jesus cross died followers rabbit eggs special	Plants flowers leaves petals bees seeds grow mini-beasts bugs habitats hiding weather sunny cold warm hot clothes hats sun cream mirror refecton shadows	World sea land countries places planes trains cars boats buses travel holidays family together fun games
	Reception	Explore Autumn seasons changes Harvest festival reaping gathering vegetables cutting stirring cooking Community teachers staff watch habitats deer bears hibernation	Characters fairy tales traditional tales settings forest festival Christianity special gifts blessings	Winter season freezing frozen weather ice snow melting observe investigate explore time of day Morning afternoon evening stars planets solar system moon gravity orbit Earth space astronaut	Dangerous dinosaur stomping stamping roar carnivore herbivore omnivore movement hatching habitats land sea ocean Easter Jesus died cross palm leaves disciples followers celebration	Petals compost pots planting seeds sun water roots stem leaves investigation reflections shadows light dark shine shiny dull	World travel plan transport coach bus aeroplane train flight hours ocean creatures mammals
Communication and Language	Nursery	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Use longer sentences of four to six words. Pay attention to more than one thing at a time.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions		Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		
		Develop their communication and pronunciation Start a conversation with an adult or a friend and continue it for many turns. Sing a large repertoire of songs.		Use a wider range of vocabulary. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."			
	Reception	Understand how to listen carefully and why listening is important. Engage in story times. The objectives are specifically taught at these times but with opportunities throughout the	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

	year to be revisited.			Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		with new knowledge and vocabulary.		
	Learn new vocabulary contexts .		Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day		Use new vocabulary in different Learn rhymes, poems, and songs.			
Personal, Social and Emotional Development	Nursery	<u>Me and My Relationships</u> Become more outgoing with unfamiliar people in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested for them.	<u>Valuing Differences</u> Find solutions to conflicts and rivalries. For example: accepting that not everyone can be Spider-man in the game and suggesting other ideas. Talk with others to solve conflict.	<u>Keeping Safe</u> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult. Make healthy choices about food, drink activity and toothbrushing.	<u>Rights and Responsibilities</u> Developing their sense of responsibility and membership of a community.	<u>Being My Best</u> Show more confidence in new social situations. Develop ways of being assertive.	<u>Growing and changing</u> Talk about feelings. Understand gradually how others might be feeling. Develop ways of being assertive. Play with one or more children, extending and elaborating play ideas. Be increasingly independent in meeting their own needs.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.							
	Reception	<u>Me and My Relationships</u> See themselves as a valuable individual. Build constructive and respectful relationships.	<u>Valuing Differences</u> Express their feelings and consider the feelings of others. Think about the perspectives of others.	<u>Keeping Safe</u> Know and talk about the different factors that support their overall health and wellbeing.	<u>Rights and Respect</u> Think about the perspectives of others.	<u>Being My Best</u> Show resilience and perseverance in the face of challenge.	<u>Growing and Changing</u> Manage their own needs. Identify and moderate their own feelings socially and emotionally. Talks with others to solve conflicts.	
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Physical Development	Nursery	Use large-muscle movements to wave flags and streamers, paint and make marks. Go up steps and stairs, or climb up apparatus, using alternate feet. Choose the right resources to carry out their own plan.		Skip, hop, stand on one leg and hold a pose for a game like musical statues. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm		Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start taking part in some group activities which they make up for themselves, or in teams. Choose the right sources to carry out their own plan.		
	Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed.		Use one-handed tools and equipment, for example, making snips in paper with scissors. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.					
	Reception	Complete PE : Feet 1	Complete PE: Hands 1	Complete PE: Games for understanding	Complete PE: Jumping 1	Compete PE: Walking 1	Compete PE: Rackets, Bats, Balls and Balloons	
	Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Further develop and refine a range of ball skills including throwing, catching and passing. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Further develop and refine a range of ball skills including kicking, passing and aiming.	Watch and talk about dance and performance art, expressing their feelings and responses. Combine different movements with ease and fluency	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Further develop and refine a range of ball skills including throwing, catching, kicking, passing and aiming. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop confidence, competence, precision and		

							accuracy when engaging in activities that involve a ball.
	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting on the floor. Progress towards a fluent style of writing. Combine different movements with ease and fluency.						
Literacy	Nursery	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.		Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.		Write some or all of their name. Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy	
	Reception	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Phonics	Nursery	N1	Focus is on listening games and learning nursery rhymes Birth to three: Show attention to sounds and music.	Enjoy and take part in action songs.	Listen with increased attention to sounds. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Sing a large repertoire of songs.		
		N2	Phase 2 initial sounds following Little Wandles Nursery programme.				
	Reception	Focus is on listening games and learning nursery rhymes	S A T P I N M	D G O C K E	U R H B F L	J V W Y Z QU CH	CK X SH TH NG NK
		Phase 2 graphemes s a t p i n m d g o c k e u r h b f l	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)	Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Review Phase 3 - Longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end	Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCVCCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -er, -est • longer words and compound words
Mathematics	Nursery	Compare quantities using language More than, Fewer than.	Count objects, actions and sounds. Make comparisons between objects relating to size, length, weight and capacity.	Develop fast recognition of up to 3 objects without having to count them individually.	Talk about and explore 2d and 3d shape using mathematical language – sides, corners, straight, flat.	Understand position through words alone. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.	Experiment with their own symbols and marks as well as numerals. Solve real life mathematical problems with numbers up to 5. Show finger numbers up to 5. Link numerals and amounts.

		Describe a familiar route. Talk about and identify patterns around them. Count objects, actions and sounds. Recite numbers past 5. Say one number in order: 1 2 3 4 5 Know about the cardinal principle. Combine shapes to make new ones.					
	Reception	Match, sort and compare objects. Measure – size, mass and capacity. Numbers 1-5	Shape – circles and triangles. Numbers 0-5 Shapes with 4 sides Exploring one more and one less Begin to subitise within 5	Mass and capacity Numbers up to 8 Exploring length and height	Time Numbers 6-10 Explore 3D shapes	Numbers 0-20 Consolidating more and less Shapes – rotating, manipulating and composing	Sharing and grouping Repeating patterns Position
	Mastering Number. White Rose for Shape, Space and Measure						
Understanding the World	Nursery	Begin to make sense of their own life-story and family's history. Make connections between the features of their family and other families. Show interest in different occupations.	Continue developing positive attitudes about the differences between people. Begin to understand the need to respect and care for the natural environment and all living things	Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Continue to make sense of their own life story and family's history. Continue developing positive attitudes about the differences between people.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.
	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.		Explore collections of materials with similar and/or different properties.				
	Reception	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.	Recognise that people have different beliefs and celebrate special times in different ways. Comment on images or similar situations in the past.	Talk about differences between materials and changes that they notice. Recognise some environments that are different from the one in which they live.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
	Explore the natural world around them.		Understand the effect of changing seasons on the natural world around them.				
Expressive Arts	Nursery	Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Respond to what they have heard, expressing their thoughts and feelings. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing.	Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.
	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.						

	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>						
	Reception	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources, and skills.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>
		<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p>			<p>Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>		