

Hartshorne C of E Primary School

Early Years Foundation Stage Long Term Plan 2023-2024

Foundation stage planning is used as a guide to ensure that teachers have the flexibility to respond to individual needs and interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Focus Texts 3yr rolling programme	Friendship Elmer My Great Grandpa New beginnings	Nursery Rhymes The Nativity Story Festivals and Celebrations	People who help us When we grow up Goldilocks and the 3 bears-tfw Special People	Easter The Very Hungry Caterpillar-tfw The Tiny Seed Growing	Dinosaurs Tyrannosaurus Drip Non-fiction text on dinosaurs-tfw Dinosaurs	Giraffes can't dance Handa's Surprise Special World
Areas of Learning and skills						
Christian Value	Friendship	Compassion	Creativity	Respect	Trust	Responsibility
PSED Essential skills – <ul style="list-style-type: none"> Playing co-operatively and turn-taking Accessing resources independently Forming positive relationships with adults and other children Understanding consequences of behaviour Asking for help when needed 	Baseline Skills – Making new friends and getting along Talking about ourselves and families Following school rules and understanding routines Feelings: Naming emotions What makes me happy/sad?	Skills – Listening to others and asking questions Learning about the tradition of Christmas and how it is celebrated Solving conflicts with support Forming positive relationships with children and adults Adjusting to changes in routines Feelings: Dealing with feelings Recognising others feelings	Skills – Playing co-operatively and turn-taking Solving conflicts independently Understanding consequences of own behaviour Asking for help when needed Sense of self: My treasure/memory box	Skills- Understanding other children may not always like the same thing Listening to each other's ideas Organising activities independently Sense of self: Stories around solving problems and solutions eg sharing resources, getting on and solving falling out.	Skills – Showing empathy to others Managing feelings appropriately Showing self-confidence and awareness of things they are good at. Relationships: Positive relationships	Skills – Showing confidence to talk to class group Adjusting to changes through transitions Managing feelings and behaviour through changes in routines Relationships: Transitions

<p>PD</p> <p>Weekly Real PE sessions Sticky Kids – Exercising to music-</p> <p>gross motor skills Balance Bikes</p> <p>Funky finger activities – fine motor skills.</p> <p>Essential skills:</p> <ul style="list-style-type: none"> • Tidying up • Independent washing hands and toileting • Sitting on the carpet • Using cutlery correctly 	<p>Baseline</p> <p>Skills – supported</p> <p>Put on and take off coat Hang up coat Take off shoes and put on pumps/wellies Getting changed for PE Blowing own nose Toileting and washing hands Putting straw into milk carton Trying new foods including fruit at snack time. Tidying up. Mark making – name writing Threading Using tweezers Parachute games. Dough Disco</p> <p>Real pe foundations - squirrel</p>	<p>Skills – supported/unsupported</p> <p>Put on, take off coat and zip up coat Hang up coat Take off shoes and put on pumps/wellies Getting changed for PE Blowing own nose Toileting and washing hands Putting straw into milk carton and disposing of empty carton Trying new foods including fruit at snack time and disposing of waste. Tidying up.</p> <p>Hand-eye co-ordination Developing control over mark making tools. Parachute games Wheeled vehicles Using bars on playground to hang. Balance bikes Dough Disco</p> <p>Real pe foundations - bike</p>	<p>Skills- Unsupported (according to ages).</p> <p>Fasten coat Changing shoes and clothes with increasing responsibility Toileting Washing hands independently Taking care of own needs with snack and milk. Using one handed tools with increasing control. Scissor skills Using bars on playground to hang, move and swing. Tidying up and taking responsibility for classroom Dough Disco</p> <p>Real PE Foundations - fairytale</p>	<p>Skills – Working towards full independence</p> <p>Fasten coat Looking after own property eg cardigans/jumpers Toileting Washing hands Snack and milk time Drawing lines and circles Large ball games Healthy eating Tidying up and taking responsibility for classroom Developing control over mark making tools. Dough Disco</p> <p>Balance bikes</p> <p>Real pe foundations - tightrope</p>	<p>Skills – Fully independent</p> <p>Choosing correct weather for clothing Using cutlery correctly Tidying up and taking responsibility for classroom Smaller ball games Increasing control over mark making tools.</p> <p>Dough Disco</p> <p>Balance bikes</p> <p>Real PE foundations - juggler</p>	<p>Skills – Fully Independent</p> <p>Choosing correct clothing for weather. Applying sunscreen Tidying up and taking responsibility for classroom and modelling to new intake.</p> <p>Dough Disco</p> <p>running -sports day practice</p> <p>Real PE foundations - jungle</p>
<p>C and L</p> <p>Essential skills</p> <ul style="list-style-type: none"> • Listening to stories • Listening to and following instructions • Using new vocabulary • Reciting nursery rhymes • Talk about themselves 			<p>All aspects of C and L are considered throughout daily classroom practice, continuous provision and adult led and child led learning opportunities. Clear classroom routines and rules will support understanding of school expectations and will be modelled and shared by all adults. Observations, next steps and professional discussions will be used to discover those at risk of delay and interventions will be planned and will support children to help make the required progress.</p>			

- Ask and answer questions.

<p>Literacy</p> <p>Essential skills:</p> <ul style="list-style-type: none"> • Recognise own name • Write own name • Enjoy a range of stories • Ascribe meaning to marks • Uses 'book talk' to talk about books. • Recites familiar nursery rhymes 	<p><u>Baseline</u></p> <p><u>Reading</u> Book talk Nursery rhymes and songs Picture/Name recognition Coat peg recognition – initially supported. Environmental print recognition 'I wonder/I think/I predict...' reading strategies. <u>Phonics</u> Pre- Phonics FS1 Initial Code Phonics FS2</p> <p><u>Writing</u> Developing spoken language Hand-eye co-ordination Developing control over mark making tools. Name writing. FS2 – Talk for writing - story maps</p>	<p><u>Reading</u> Book talk Nursery rhymes and songs Picture/Name recognition Coat peg name recognition. Environmental print recognition Showing an interest in print in environment 'I wonder/I think/I predict...' and Breakdown - Reading strategies. <u>Phonics</u> Pre-Phonics FS1 Initial Code Phonics FS2</p> <p><u>Writing</u> Developing spoken language Hand-eye co-ordination Developing control over mark making tools. Name writing. FS2 – Talk for writing - story maps Labelling and captions- FS2</p>	<p><u>Reading</u> Book talk Nursery rhymes and songs Traditional Tales Environmental print Showing an interest in books and print in the environment and talking about favourite books. 'I wonder/I think/I predict...' breakdown/ background knowledge – Reading strategies. <u>Phonics</u> Pre- Phonics FS1 Initial Code Phonics FS2</p> <p><u>Writing</u> Developing spoken language Hand-eye co-ordination Developing control over mark making tools. Name writing. FS2 – Talk for writing - story maps Labelling, captions and sentences- FS2 Spelling Zapper</p>	<p><u>Reading</u> Book talk Nursery rhymes and songs Traditional Tales Environmental print Reads back own mark-making 'I wonder/I think/I predict...' breakdown/ background knowledge, VIP words -Reading strategies <u>Phonics</u> pre- Phonics FS1 Initial Code Phonics FS2</p> <p><u>Writing</u> Developing spoken language Hand-eye co-ordination Name writing. Drawing lines and circles. FS2 – Talk for writing - story maps Sentence writing using taught sounds, with phonetically plausible attempts - FS2 Spelling Zapper</p>	<p><u>Reading</u> Book talk Nursery rhymes and songs Traditional Tales Environmental print Assigns meaning to marks seen and made. 'I wonder/I think/I predict...' breakdown/ background knowledge, VIP words/GIST - Reading strategies <u>Phonics</u> FS1 – pre-phonics Bridging units Initial Code Phonics FS2</p> <p><u>Writing</u> Developing spoken language Hand-eye co-ordination Developing control over mark making tools. Name writing. Preference for dominant hand. FS2 – Talk for writing - story maps Sentence writing with correct letter formation. Reading back own writing-supported FS2 Spelling Zapper</p>	<p><u>Reading</u> Book talk Nursery rhymes and songs Environmental print Showing an interest in books and print in the environment and talking about favourite books. Using all reading strategies. <u>Phonics</u> pre- Phonics FS1 Bridging Units - beginning extended code Phonics FS2-</p> <p><u>Writing</u> Developing spoken language Hand-eye co-ordination Developing control over mark making tools. Name writing. FS2 – Talk for writing - story maps Sentence writing with correct formation using taught sounds. Reading back own writing with increasing confidence -FS2 Spelling Zapper</p>
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<p>Mathematics</p> <p>Essential skills:</p> <ul style="list-style-type: none"> • Subitising • 1-2-1 correspondence when counting concrete objects • Cardinality to 5 using concrete objects • Recites number rhymes to 5 <p>Teaching skills:</p> <ul style="list-style-type: none"> • Using real life contexts to explore maths 	<p><u>Baseline</u></p> <p>FS1- Counting to 3 using nursery rhymes Counting to 3 from different numbers Rote counting to 3 1:1 principle to 3 Introduction to numicon to 3</p> <p>FS2 –Match, sort and compare amounts</p> <p>Compare size, mass and capacity Exploring pattern</p>	<p>FS1- Counting objects to 3 objects, actions and sounds Counting out 3 from a larger group One more one less to 3</p> <p>FS2 – Representing 1,2,3 Comparing 1,2,3</p> <p>Composition 1,2,3</p> <p>Representing numbers to 5 One more, one less</p> <p>Circles and Triangles</p> <p>Shapes with 4 sides Positional language Time</p>	<p>FS1- Number nursery rhymes to 3 Counting to 3 using dice and track games. Subitising -seeing 3 in different ways. FS2 – Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass and capacity</p> <p>6,7,and 8 combining 2 amounts length and height</p> <p>time</p>	<p>FS1- Shape and space – basic 2d shapes, vocabulary to describe shape and size of shapes. Everyday object shapes Comparing amounts to 3 1 more and 1 less to 3</p> <p>FS2 – Counting 9 and 10 Comparing 9 and 10 Bonds to 10</p> <p>3d shapes patterns</p>	<p>FS1- Exploring patterns positional language Nursery rhymes to 5</p> <p>FS2 – building numbers beyond 10</p> <p>counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Match, rotate, manipulate</p> <p>Adding more, taking away</p> <p>spatial reasoning (2)</p> <p>Compose and decompose</p>	<p>FS1 Matching number symbols to 3 Measurements</p> <p>Assessment</p> <p>FS2 – Doubling Sharing and grouping</p> <p>Even and odd</p> <p>Spatial reasoning (3)</p> <p>Visualise and build</p> <p>deepening understanding-problem solving skills and critical thinking.</p> <p>patterns and relationships</p> <p>mapping</p> <p>spatial reasoning (4)</p> <p>Assessment</p>
<p>Understanding the World</p> <p>Essential skills:</p> <ul style="list-style-type: none"> • Observing and talking about seasonal changes • Forest School experiences inc. fire and tool use 	<p><u>Baseline</u></p> <p>Autumn All about me Home corner -role play</p> <p><u>Technology</u></p> <p>Self-image and identity On-line relationships IWB Nursery rhymes CD player</p>	<p>Autumn/Winter Bonfire Night Remembrance Christmas enhanced home role play</p> <p><u>Technology</u></p> <p>Using Ipads to support RE Exploring digital technology including</p>	<p>Winter Chinese New Year - enhancements in home corner</p> <p>Fairytale dressing up enhanced home corner(3 bears cottage)</p>	<p>Spring/Easter Pancake Day Mother’s Day Life cycle Growing Home corner enhanced with Easter decorations/pancake day role play/cooking/growing/flowers/plants</p>	<p>Home corner enhanced with adventure/investigation resources eg binoculars, dressing up, dinosaur fact books, magnifying glasses, backpack, camping resources</p> <p><u>Technology</u> Class computer</p>	<p>Summer enhanced home corner eg suitcases, summer hats, sunglasses etc. Sea creatures Under the sea/seaside role play -outdoors Sun safety Water safety</p>

<ul style="list-style-type: none"> Knowing who to ask for help when something goes wrong when online. Talk about themselves, friends and family Understand the differences between themselves and others inc. religions, traditions and communities. 	<p><u>RE</u> God Who is God? Why is he special?</p> <p>Developing experts - science the senses</p> <p>UTW – How have I changed since I was a baby? What did our parents look like as babies? - History</p>	<p>cameras, torches, mobile phones etc. Online reputations</p> <p><u>RE</u> Which times are special and why?</p> <p>Developing experts - science -the senses</p> <p>UTW – What are our favourite celebrations each year? What festivals do we enjoy celebrating at home with our families? When are our birthdays? -History</p>	<p>Play food/shopping enhancements home corner</p> <p><u>Technology</u> On-line bullying Managing on-line information</p> <p><u>RE</u> Creation</p> <p>Developing experts - science food</p> <p>UTW –Science focus – food</p>	<p><u>Technology</u> Health, well-being and lifestyle Using technology for a purpose</p> <p><u>RE</u> Where do we belong?</p> <p>Developing experts - science plants</p> <p>UTW –Science focus – growing and caring for plants</p>	<p>Privacy and security- trusted adults.</p> <p><u>RE</u> Which stories are special and why?</p> <p>UTW –Dinosaurs - History</p> <p>What did we do last term?</p> <p>Introduction to simple timelines -History</p>	<p><u>Technology</u> Copywrite and ownership Class computer</p> <p><u>RE</u> Which stories are special and why?</p> <p>Developing experts - science animals</p> <p>UTW – Geography- exploring maps, hot countries, where is Africa? How is it the same/different to where I live? Seaside features</p>
<p>Expressive Arts and Design</p> <p>Essential skills:</p> <ul style="list-style-type: none"> Using colours and materials for a purpose Adding a narrative to play using talk Scissor skills Role play Creating representations of objects, people and events Collage, painting, printing, drawing 	<p><u>Baseline</u> Learning new songs Introduction to Collective worship Simple construction Introduction to Dough Disco Role play -home corner Exploring instruments and sounds</p> <p>Access Art -exploring the natural world primal painting- squashing plants to produce texture and colour drawing by touch- explore objects through the senses</p>	<p>Moving to music Constructing for a purpose Dough Disco Role play -enhanced for Christmas/Diwali/Birthday/New Year Scissor skills Christmas production</p> <p>Access Art – exploring the natural world</p> <p>Playful exploration of colours</p> <p>Creative responses to objects</p>	<p>Dough Disco Role Scissor skills</p> <p>Access Art – understanding and exploring relationships - making finger puppets</p> <p>self portrait photography</p>	<p>Dough Disco Role play – Easter enhancements Scissor skills</p> <p>Access Art – Exploring the power of creativity</p> <p>Drawing like cavemen- using hands and charcoal</p> <p>fingerprint painting using charcoal</p>	<p>Dough Disco Role play- Scissor skills</p> <p>Access Art – Exploring the power of creativity</p> <p>printmaking -using plasticine</p> <p>collage</p>	<p>Dough Disco Role play Scissor skills</p> <p>Access Art – exploring the power of creativity</p> <p>painting the savannah</p> <p>marbling</p> <p>newspaper heads</p>

Visits, trips or experiences	Forest School Harvest	Christmas production Forest School Remembrance Day	Forest School Chinese New Year Easter	Show and Tell Forest School	Forest School	Forest School Transition from FS1 to FS2 mornings
Parental engagement	Parents survey Maths New Parents –voice of the parent Come and see how we learn phonics and reading for parents	Christmas Church events “Come and see how we learn maths” for parents Parents meetings	Look at our learning day.	Reading mornings Maths workshops Mums Forest School day Easter events	Reading mornings Look at our learning day.	Reading mornings Sports day Family picnic Stay and play- friends on Friday School report New intake parents meeting