



Foundation Stage 1 Long Term Planning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Cycle 1	Dear Zoo Going on a bear Hunt	Goldilocks The Three Little Pigs	Very Hungry Caterpillar Squash and a Squeeze	Not now Bernard Please at last	The Tiger who came to tea Whatever next	The Smartest Giant in Town Little red Riding Hood
Core Rhymes Cycle 1	<ul style="list-style-type: none"> • Humpty Dumpty • Incey Wincey Spider • Wind the bobbin up • 5 little ducks • 5 Speckled Frogs • I'm a little teapot • Twinkle Twinkle • Grand old duke of your • Miss Polly had a dolly • 5 currant buns 					
Important events	Christmas Diwali Harvest		Chinese New Year Easter/Spring		Sporting events/Athletics	
Visits	Autumn/local walk		Zoo/Farm/Chicks		Seaside	
Christian and Jewish stories	Christmas story Noah's Ark					
CL Key Learning Intentions	. Listens to stories and poems with increasing attention and recall .Is able to follow directions(if not	.Listens to others one to one or in small groups .Respond to simple instructions eg to get or put away an object	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	• Uses intonation, rhythm and phrasing to make the meaning clear to others Beginning to understand why?and how? questions	• Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses vocabulary focused on objects and people that	• Beginning to use more complex sentences to link thoughts (e.g. using and, because)

	intently focused on own choice of activity		<ul style="list-style-type: none"> • Focusing attention – still listen or do, but can shift own attention • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle 		are of particular importance to them	<ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played) • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relieve past experiences
PSED Key Learning Intentions	<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Can select and use activities and resources with help. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Is more outgoing towards unfamiliar people and more confident in new social situations • Aware of own feelings, and knows that some actions and words can hurt others' feelings. Shows confidence in asking adults for help 	<ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. • Can usually adapt behaviour to different events, social situations and changes in routine. Enjoys responsibility of carrying out small tasks 	<ul style="list-style-type: none"> • Keeps play going by responding to what others are saying or doing. • Confident to talk to other children when playing, and will communicate freely about own home and community 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 	

	<ul style="list-style-type: none"> • Welcomes and values praise for what they have done. 					
<p>PD Key Learning Intentions</p>	<ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb • Can usually manage washing and drying hands .Gains bowel and bladder control and can attend to toileting needs most of the time. .Can tell adults when hungry or tired or when they want to rest or play. 	<ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet • Walks downstairs, two feet to each step while carrying a small object • Draws lines and circles using gross motor movements • Understands that equipment and tools have to be used safely 	<p>Moves freely and with pleasure and with confidence in arrange of ways eg slithering,shuffling,rolling</p>	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can copy some letters, e.g. letters from their name 	<ul style="list-style-type: none"> • Can catch a large ball • Can stand momentarily on one foot when shown 	<ul style="list-style-type: none"> • Observes the effects of activity on their bodies

<p>L Key Learning Intentions</p>	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities • Looks at books independently • Handles books carefully • Holds books the correct way up and turns pages. <p>Shows interest in illustrations and print in books and print in the environment.</p>	<p>Listens to stories with increased attention and recall</p> <p>Listens to and joins in with stories and poems one to one and in small groups. Sometimes gives meaning to marks they draw and paint.</p>	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Recognises rhythm in spoken words • Suggests how the story might end 	<ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos • Knows information can be relayed in the form of print • Ascribes meanings to marks that they see in different places 	<ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Describes main story settings, events and principal characters • Beginning to be aware of the way stories are structured 	
<p>N Key Learning Intentions</p>	<ul style="list-style-type: none"> • Recites numbers in order to 10 Use some number names and number language spontaneously Use some number names accurately in play. <p>Shows an interest in shape by playing with shapes or by making arrangements with objects.</p> <p>Shows interest in shapes by sustained construction activity.</p>	<ul style="list-style-type: none"> • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures • Beginning to talk about the shapes of everyday objects, e.g. 'round and 'tall 	<ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions 	<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems 	<ul style="list-style-type: none"> • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. 	<ul style="list-style-type: none"> • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps • Shows awareness of similarities of shapes in the environment. • Uses positional language • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks
<p>KU Key Learning Intentions</p>	<p>Remembers and talks about significant events in their own experience</p>	<ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<p>Knows how to operate simple equipment</p> <ul style="list-style-type: none"> • Developing an understanding of growth, 	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects 	<ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends • Talks about why things happen and how things work 	<ul style="list-style-type: none"> • Shows interest in different occupations and ways of life • Knows some of the things that make them unique, and can talk about some of the

			<p>decay and changes over time</p> <p>Shows care and concern for living things and the environment.</p>			<p>similarities and differences in relation to friends or family</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Knows that information can be retrieved from computers
<p>EAD Key Learning Intentions</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs</p> <p>Notices what adults do imitating what is observed and then doing it spontaneously</p> <p>.</p> <p>Engages in imaginative role play based on first hand experiences.</p>	<p>Imitates movement in response to music</p> <ul style="list-style-type: none"> • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects <p>Sings to self and makes up songs</p>	<ul style="list-style-type: none"> • Realises tools can be used for a purpose • Explores colour and how colours can be changed • Explores and learns how sounds can be changed • Creates movement in response to music 	<ul style="list-style-type: none"> • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words • Makes up rhythms • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' • Taps out simple repeated rhythms • Beginning to be interested in and describe the texture of things 	<ul style="list-style-type: none"> • Beginning to move rhythmically • Uses movement to express feelings 	<p>Develop preference for forms of expression</p>