



Gwladys Street C P and N School Long Term Plan – Foundation Stage



FS1	Autumn		Spring		Summer	
	Marvellous Me	Night and day	Once upon a time	Down in the garden	Pirates and the seaside	Off on an adventure
	<p>Establish classroom rules and routines. (PSED)</p> <p>Explore different feelings and emotions. (PSED)</p> <p>Understand the importance of looking after themselves and keeping fit and healthy.(H&SC)</p> <p>Learn to get dressed independently(H&SC)</p> <p>Present information about themselves and their peers.(TW)</p>	<p>Know about safety measures for Bonfire Night and Halloween.(H&SC/TW)</p> <p>Develop fine motor skills by cutting, spreading, cutting, weaving and threading materials using a range of tools. (PD)</p> <p>Use time conjunctions to help sequence daily routines events.(SSM)</p> <p>Explore light and dark and how shadows are created.(TW)</p> <p>Learn a range of songs linked to the theme and use musical instruments as an accompaniment to song. (E&UMM)</p>	<p>Know a range of traditional fairy tales by a variety of authors (R)</p> <p>Use recording tools such as story maps and visual tools such as sequencing cards to retell a story. (C&L/U/R)</p> <p>Select relevant adjectives to describe a character or setting.(C&L/R)</p> <p>Develop their knowledge of size and quantity in mathematics. (N)</p>	<p>Know how to take care of wildlife inside and outside of the classroom.(TW)</p> <p>Know about and express their opinions on healthy and unhealthy foods. (H&SC)</p> <p>Go on nature walks around the local area to collect natural materials and make observations of the wildlife that they see. (TW/C&L/SSM/W)</p> <p>Plant and grow flowers and vegetables in a class allotment. (TW)</p>	<p>Understand the importance of looking after themselves- from washing hands to staying sun-safe. (H&SC)</p> <p>Identify rhyming words (R)</p> <p>Carry out science experiments, making ice-lollies, exploring whether objects sink or float and what happens when sand is mixed with water. (C&L/TW)</p>	<p>Discuss feelings about being brave and overcoming fears. (PSED)</p> <p>Understand the importance of maintaining a healthy diet (H&SC)</p> <p>Explore different ways of moving using positional language. (PD/SSM)</p> <p>Create story maps based on their understanding of what they have read. (C&L/W/R)</p> <p>Make sandwiches following simple instructions and follow other simple recipe. (C&L/U)</p> <p>Measure footprints using a range of measuring tools and equipment. (SSM)</p> <p>Make and use percussion instruments to represent the</p>

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						different sounds in the story of ‘We’re Going on a Bear Hunt’./E&UMM)
Safe Messages	Being safe in the classroom. Looking after themselves.	Bonfire night and Halloween night safety.	Stranger danger through use of traditional tales.	Eating healthy. What is safe and unsafe to eat. Being safe in our local environment.	Hygiene, sun safety, water/beach safety.	Using tools safely, eating healthily.
FS2	Autumn		Spring		Summer	
	Marvellous Me	Night and day	Once upon a time	Down in the garden	Pirates and the seaside	Off on an adventure
	Establish classroom rules and routines. (PSED) Present information about themselves and their peers.(TW) Explore different feelings and emotions. (PSED)	Know about safety measures for Bonfire Night and Halloween. (PSED) Reflect on dreams and nightmares as well as fears of the dark.(C&L/PSED)	Know a range of traditional fairy tales by a variety of authors.(R) Use recording tools such as story maps and visual tools such as sequencing	Write for a range of purposes, including instructions, information texts and lists (R/W) Learn about lines of symmetry when investigating	Understand the importance of looking after themselves- from washing hands to staying sun-safe(PSED) Identify rhyming words.(R)	Discuss feelings about being brave and overcoming fears. (PSED) Understand the importance of maintaining a healthy diet.(H&SC) Explore different ways of moving using positional language.(SSM/PD/C&L)

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	<p>Understand the importance of looking after themselves and keeping fit and healthy. (H&SC)</p> <p>Learn to get dressed independently. (H&SC)</p> <p>Learn about simple shapes.(SSM)</p> <p>Carry out surveys and sort physical features into categories before presenting information in tables and charts.(N)</p> <p>Look at the human body and skeleton and label the different parts. (TW/W/R)</p> <p>Look at maps of the local area and identify the setting in relation to their home. (TW)</p> <p>Explore making hand and footprints using a range of media (SSM/E&UMM)</p> <p>Learn a variety of songs linked to the topic and use musical instruments as an accompaniment to song.(C&L/R/E&UMM)</p>	<p>Develop fine motor skills by cutting, spreading, cutting, weaving and threading materials using a range of tools. (M&H/W)</p> <p>Identify and pair rhyming words.(R)</p> <p>Use time conjunctions to help sequence daily routines events. (N)</p> <p>Tell the time to the nearest O'clock.(SSM)</p> <p>Read and order days of the week and months of the year.(R/ SSM)</p> <p>Explore light and dark and how shadows are created. (TW)</p> <p>Look at the sleeping patterns and places of different animals.(TW)</p> <p>Learn a range of songs linked to the theme and use musical instruments as an accompaniment to song.(C&L/E&UMM)</p>	<p>cards to retell a story. (C&L/R)</p> <p>Select relevant adjectives to describe a character or setting.(C&L/R)</p> <p>Develop their knowledge of size and quantity in mathematics(SSM)</p> <p>Understand more about the life cycle of plants and keeping healthy.(TW)</p> <p>Construct objects and buildings from a story using a range of junk modeling materials. (SSM/E&UMM)</p> <p>:</p>	<p>butterflies. (TW/SSM)</p> <p>Record results from science experiments in graphs and tables. (N)</p> <p>Learn about the life cycle of plants and animals.Plant and grow flowers and vegetables in a class allotment. (TW)</p> <p>Use money and counting as part of their role-play. (SSM/BI)</p> <p>Explore colour and texture taking lead from the work of others.(E&UMM)</p>	<p>Carry out science experiments, making ice-lollies, exploring whether objects sink or float and what happens when sand is mixed with water. (C&L/TW)</p> <p>Practise adding and counting numbers 0-20 through games, treasure hunts, role-play and song. (C&L/N/BI)</p>	<p>Use their senses to describe settings and build on ideas by imagining new settings for a story.(C&L/BI/S/TW)</p> <p>Create story maps and character descriptions based on their understanding of what they have read.(C&L/R/W)</p> <p>Read, follow and write instructions for making sandwiches and other recipes. (R/W)</p> <p>Write alternative endings to a story they have read.(C&L/R/W)</p> <p>Collect data about food preferences and present findings in charts and tables. (N)</p> <p>Measure footprints using a range of measuring tools and equipment. (SSM)</p> <p>Learn about different species of animals and their habitats.(TW)</p> <p>Carry out a science experiments about gummy bear sweets, making predictions and observations as well as recording results in a table (TW/N/W)</p>
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Safe Messages	Looking after themselves. how to stay safe.	Bonfire/Halloween safety.	Stranger danger through use of traditional tales.	Animal/plant safety being safe in the garden.	Hygiene, sun safety, water/beach safety.	Make and use percussion instruments to represent the different sounds in the story of 'We're Going on a Bear Hunt'.(BI/E&UMM/C&L/R) Using tools safely, eating healthily.
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Areas of learning:

PSED: Personal, social and emotional development.

MR: Making Relationships **SCSA:** Self-confidence and self-awareness

MFB: Managing feelings and behaviour

PD: Physical development

M&H: Moving and handling

H&SC: Health and self-care

CLL: Communication, language and literacy

L&A: Listening and attention

U: Understanding **S:** Speaking

L:Literacy **R:**Reading

W:Writing

M:Mathematics

N:Number

SSM: Shape, space and measure

UTW: Understanding the World

TW: The World

P&C: People and communities

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T:Technology

EAD: Expressive Arts and design

EUMM: Exploring and using media and materials

BI: Being Imaginative

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