

## Foundation Stage Long Term Plan.

**PSED:** Personal, social and emotional development.  
**M:** Mathematics.

**PD:** Physical development.  
**UTW:** Understanding the world.

**CLL:** Communication, language and literacy.  
**EAD:** Expressive arts and design.

Autumn 1 – Settling In	Autumn 2 – All About Me	Spring 1 - Dinosaurs
<p><b>PSED:</b> School rules and routines; making friends; talking about preferences and interests; getting to know the school environment; school behaviour system.</p> <p><b>PD:</b> Parachute games; my body; dressing independently; pencil control.</p> <p><b>CLL:</b> Read, recognise and write name; listening and joining in with stories; role play; linking sounds to letters (following Read, Write, Inc programme); writing using letter-like shapes and ascribing meaning to writing.</p> <p><b>M:</b> Reciting numbers in order to 10; counting with 1:1 correspondence; recognising numerals of personal significance; finding one more and one less; ordering objects by length; showing interest in shape.</p> <p><b>UTW:</b> My family; where I live; talking about what makes us unique and special; operating simple equipment (IXL maths, iPads and interactive board).</p> <p><b>EAD:</b> Portraits; learning new songs; role play; small world play; working with a range of media; selecting tools to use for a purpose.</p> <p><i>During this half term, the children are given time to settle in to the new environment and get to know the children, adults and school routines. Our 'baseline' assessment is undertaken during this term, to show progress at the end of their time in foundation stage.</i></p>	<p><b>PSED:</b> Friendship; selecting and using resources; talking about likes and dislikes.</p> <p><b>PD:</b> Motor skills and pencil control; showing more control over equipment; negotiating space safely; parachute games; gymnastics; healthy eating.</p> <p><b>CLL:</b> Retelling familiar stories; phonics (learning sounds and blending); listening to stories for enjoyment and recalling events and characters; using clearly identifiable letters to communicate meaning; writing name.</p> <p><b>M:</b> Beginning to count beyond 10; recognising numerals up to 10; matching numeral and quantity correctly; counting forwards and backwards; using the language of 'more' and 'fewer'; ordering items by length, height, weight or capacity; using mathematical names for simple shapes.</p> <p><b>UTW:</b> Talking about events from their past; showing an interest in different occupations; showing care and concern for the environment; using age-appropriate computer software.</p> <p><b>EAD:</b> Learning and enjoying songs; role play and small world play; using technology (photos on iPads, IXL, paint and maths games on IWB); paper plate faces; finger painting; autumnal art; discussing special times and places for different families; Christmas performance; Christmas art and Christmas cards.</p>	<p><b>PSED:</b> Confidence; circle time; choosing activities based on likes and dislikes; staying healthy.</p> <p><b>PD:</b> Motor skills and pencil control; using more recognisable letters, most of which are correctly formed; ball games.</p> <p><b>CLL:</b> Using language to imagine and recreates roles and experiences in role play; introducing storylines and narratives to play; reading words and simple sentences; segmenting and blending independently; writing labels and captions; writing short, meaningful sentences.</p> <p><b>M:</b> Counting and recognising numerals beyond 10; counts irregular arrangements of objects; using vocabulary involved with addition and subtraction; recognising and selecting particular shapes; using every day language related to time.</p> <p><b>UTW:</b> Joining in with school and family customs and routines; showing an understanding of change over time; comments and asks questions about the world and the environment around them; completing simple programmes on a computer.</p> <p><b>EAD:</b> Dance (moving rhythmically, imitates movement in response to music); exploring what happens when you mix colours; building stories around toys and objects; role play and small world play; creating dinosaurs using junk modelling, paint, collage.</p>

Spring 2 - Growing	Summer 1 - Space	Summer 2 - Pirates
<p><b>PSED:</b> Talk about themselves and their similarities and differences; selecting and using resources appropriately and safely.</p> <p><b>PD:</b> Jumping and landing safely; travelling with confidence and skill; using simple tools to effect changes to materials; holding and using a pencil effectively, forming letters correctly; understanding the need for a balanced diet.</p> <p><b>CLL:</b> Introducing storylines and narratives into play; listening and responding to the ideas of others; reading words and sentences; segmenting and blending independently; writing labels and captions; writing short, meaningful sentences; continuing a rhyming string.</p> <p><b>M:</b> Recording using marks they can explain; describing relative positions (such as next to, on top); using everyday language related to time and sequencing familiar events; measuring short periods of time in simple ways.</p> <p><b>UTW:</b> Showing care and concern for the environment; talking about some of the things they have observed and showing an understanding of growth and changes over time; using a range of technology appropriately.</p> <p><b>EAD:</b> Manipulating materials to achieve planned effects; constructing with a purpose in mind; creating painted, collage, model and chalk flowers/ trees; learning new songs about growing; choosing particular colours and materials for a purpose; allotment role play.</p>	<p><b>PSED:</b> Adapting behaviour to different events and situations; being more confident speaking in front of others.</p> <p><b>PD:</b> Showing increased control over objects in pushing, patting, throwing, catching or kicking; showing good control over construction and malleable materials; confident and effective pencil grip and control; transporting and storing equipment safely.</p> <p><b>CLL:</b> Using an extended vocabulary when talking and playing; using talk to organise, sequence and clarify thinking, ideas, feelings and events; following and telling stories without pictures or props; enjoying and understanding a range of books; knows that information can be retrieved from books and computers; phonetic attempts at spelling words.</p> <p><b>M:</b> Estimates how many objects and checks by counting; doubling, halving and sharing; using every day language related to money; comparing quantities, lengths, heights, weights and capacities; using mathematical names for 3d shapes.</p> <p><b>UTW:</b> Materials that float and sink; comments and asks questions about aspects of the world; looks closely at similarities, differences, patterns and change; selecting and using technology for a range of purposes.</p> <p><b>EAD:</b> Creating aliens; building space ships and rockets using a range of materials and media; constructs with a purpose in mind, using a range of media; uses simple tools and techniques competently and appropriately; using available resources as props in role play.</p>	<p><b>PSED:</b> Confident to try new activities; will choose activities they want to do and can select appropriate resources; working as part of a small or larger groups.</p> <p><b>PD:</b> Team games and ball skills; control and co-ordination in large and small movements; handling all tools and equipment effectively, including pencils for writing; understanding the importance of physical exercise, diet and sleep to be healthy and safe</p> <p><b>CLL:</b> Expressing themselves effectively, showing awareness of listeners; using tenses accurately; following instructions; understanding 'how' and 'why' questions; reading and understanding simple sentences; ask and answer simple questions about what they have read; writing sentences (wanted posters); spelling some words correctly and using phonetically plausible attempts at unknown words.</p> <p><b>M:</b> Ordering numbers; adding and subtracting single-digit numbers, counting on or back to find the answer; doubling, halving and sharing; using everyday language to talk about size, weight, capacity, position, distance, time and money to compare and solve problems.</p> <p><b>UTW:</b> Showing an interest in the lives of other people; similarities and differences between themselves and others, including families, communities and traditions; environments throughout the world (land and sea).</p> <p><b>EAD:</b> Singing; joining in with stories with familiar stories, repeated phrases and rhyme; using tools and media effectively-making a pirate ship; painting pirates and making wanted posters; role play and small world play based upon learning; representing own ideas and feelings through design and technology, art, music, dance, role play and stories.</p>