

FS1 – Long term plan

Term	Autumn 1 6 weeks 2 days	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	<b><u>Here and There</u></b>	<b><u>Toys</u></b>	<b><u>Moon Zoom</u></b>	<b><u>Food Glorious Food</u></b>	<b><u>In the Garden</u></b>	<b><u>Splish Splash</u></b>
Religious Celebrations	Rosh Hashannah Sept 15 <sup>th</sup> Yom Kippur Sept 24 <sup>th</sup> /25 <sup>th</sup> Sukkot Sept 29 <sup>th</sup> -Oct 6 <sup>th</sup>	Diwali 12 <sup>th</sup> Nov Advent starts 3 <sup>rd</sup> Dec Hanukkah 7 <sup>th</sup> Dec- 15 <sup>th</sup> Dec Christmas	Chinese New Year 10 <sup>th</sup> Feb Shrove Tuesday 13 <sup>th</sup> Feb Ash Wednesday 14 <sup>th</sup> Feb	Ramadan starts 10 <sup>th</sup> March Holi 24 <sup>th</sup> March Palm Sunday 24 <sup>th</sup> March Easter Week 25 <sup>th</sup> March Eid-Al-Fitr 10 <sup>th</sup> April	Pentecost 19 <sup>th</sup> May	Eid-Al-Adha 16 <sup>th</sup> June
Texts linked to Topic and Literacy	The Colour Monster – Anna Llenas	The Everywhere Bear – Julia Donaldson	How to catch a star – Oliver Jeffers  The Smeds and the smoos – Julia Donaldson  Zoom Rocket, Zoom! – Margerate Mayo	I can eat a rainbow – Olena Rose  The Gingerbread Man - (T4W)  The Easter Story	The Gruffalo (T4W)  A Seed In Need – Sam Goodwin	Somebody Swallowed Stanley – Sarah Roberts  Look what I found at the seaside – Moira Butterfield
Intro/ wow event	Family Pictures Pictures of Rossington (Circle Time)	Curiosity Corner Different toys to discuss and play with Shop Role Play	Space ship landing in the classroom Alien came to play!	Food tasting Baking food Planting food	Gardening Food tasting from the Garden BUTTERFLIES	Beach day!
Role play	Starting as 'Home Corner' will follow child's interests.					

<p>Communication and Language</p>	<p>Listen and respond to a simple instruction</p> <p>Understand simple questions</p> <p>Understand and act on simple sentences like 'find your coat'</p> <p>Start to say how they are feeling</p> <p>Start to develop conversations with children and adults</p>	<p>Enjoy listening and participating in a wide range of rhymes, songs and stories</p> <p>Use talk to organise themselves and others</p> <p>To start to take turns in a conversations</p>	<p>Enjoy listening to longer stories</p> <p>Be able to answer questions on what has happened in stories</p> <p>Understand a 2-part question – Like get your coat, and line up at the door</p>	<p>Sing a large repertoire of songs</p> <p>Use longer sentences of 4 to 6 words.</p> <p>Understand and answer 'why' questions</p>	<p>Know many stories and be able to retell a long story</p> <p>Use a wide range of vocabulary</p> <p>Develop their pronunciations (Phonics focus)</p>	<p>Be able to express a point of view</p> <p>Be able to debate and disagree using words and actions</p> <p>Pay attention to more than 1 thing at a time.</p>
<p>PSHE</p>	<p>Establish a sense of self Select and use activities and resources within the classroom</p> <p>Talk about feelings using words like 'angry, sad, happy'</p> <p>Increasingly follow rules</p> <p>Develop their sense of responsibility in the community</p>	<p>Grow independence, rejecting help</p> <p>Safely explore emotions Become more outgoing with unfamiliar people</p> <p>Show more confidence in new social situations</p> <p>Start to follow rules without reminders</p> <p>Increasing independence with self-care</p>	<p>Understand gradually how others might be feeling</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive</p>	<p>Make healthy choices about food and drink</p> <p>Be able to select resources for a function and end goal and use them appropriately</p>	<p>Resolve conflict with an adult's support</p> <p>Follow the rules without assistance and be able to encourage others to do the same.</p>	<p>Find solutions to conflicts or issues.</p> <p>Develop their sense of membership in the community</p>
<p>Physical Development</p>	<p><i>Kixx – Multi skills / Sports</i> <i>Perform movements including running,</i></p>	<p><i>Kixx – Gymnastic (Floor Based)</i> <i>Perform movements including running,</i></p>	<p><i>Kixx – Ball Games / Football</i> <i>Perform movements including running,</i></p>	<p><i>Kixx – Striking and fielding</i> <i>Perform movements including running,</i></p>	<p><i>Kixx – Dance</i> <i>Move with confidence, imagination and safety</i></p>	<p><i>Kixx – Team Games</i> <i>Develop awareness of space and the safety of other pupils</i></p>

	<p><i>jumping, throwing and catching.</i></p> <p><i>YourPE – Fundamental movement skills</i></p> <p>Clap and stamp to music</p> <p>Build independently with a range of resources</p> <p>Start eating independently with a knife and fork</p> <p>Enjoy starting to kick, throw and catch balls</p> <p>Develop their movement, balance and riding skills</p> <p>Show a preference for a dominant hand</p>	<p><i>jumping, throwing and catching.</i></p> <p><i>YourPE – Yoga</i></p> <p>Develop manipulation and control</p> <p>Pass things from 1 hand to another</p> <p>Skip, hop, stand on one leg or pose for games like musical statues</p> <p>Use comfortable grip to hold a pencil</p>	<p><i>jumping, throwing and catching.</i></p> <p><i>YourPE – Gymnastics (Apparatus based)</i></p> <p>Go up steps and stairs or climb apparatus, using climb up apparatus</p> <p>Collaborate with others to manage large items</p> <p>Choose the right resources to carry out their own plan</p>	<p><i>jumping, throwing and catching.</i></p> <p><i>YourPE – Ball skills unit 1</i></p> <p>Be increasingly independent as they get dressed and undressed</p> <p>Start taking part in group activities which they make up themselves.</p> <p>Use a comfortable grip with control</p>	<p><i>Move with control and co-ordination</i></p> <p><i>Travel around, under, over and through</i></p> <p><i>Show awareness of space, of themselves and others</i></p> <p><i>Use a range of small and large equipment</i></p> <p><i>YourPE – Athletics (Sports day practice)</i></p> <p>Use large muscle movements to wave flags and streamers, paint and mark make.</p> <p>Increasingly be able to use and remember sequences and patterns of movements related to music and rhythm</p>	<p><i>Introduce running and chasing games. To give experience of using a variety of games and equipment</i></p> <p><i>Introduce and explore the skills or sending, receiving and traveling with equipment</i></p> <p><i>YourPE – Ball skills unit 2</i></p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they crawl through small holes etc.</p> <p>Use one-handed tools and equipment</p>
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<p>Literacy</p>	<p>Enjoy sharing books with an adult</p> <p>Enjoy songs and rhymes</p> <p>Repeat words from familiar stories</p>	<p>Understand we read from left to right and top to bottom</p> <p>Make marks on their pictures to stand for the names</p> <p>Notice some print, such as letters in their name or door number</p>	<p>Engage in extended conversations about stories</p> <p>Recognise words with the same initial sounds</p>	<p>Write some letters accurately</p> <p>Develop their phonological awareness, so they can spot and suggest rhymes</p> <p>Add some marks to their drawings 'This says mummy'</p>	<p>Understand the different parts of a book.</p> <p>Understand syllables in a word</p> <p>Use some of their print and letter knowledge in their early writing</p>	<p>Write some or all their name</p>
<p>Maths</p>	<p>Positional Language</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, positional languages</p> <p>Show finger numbers to 5</p> <p>Experiment with their own symbols and try to trace numbers</p>	<p>Patterns</p> <p>Extend and recreate ABAB Patterns</p> <p>Talk about and recognise patterns around them</p> <p>Describe patterns using words like 'spotty' 'blobs'</p> <p>Begin to write numbers 1-5</p> <p>Notice and correct a error in a pattern</p>	<p>Shape</p> <p>Talk about and explore 2d and 3d Shapes</p> <p>Identify 2D shapes</p> <p>Identify 3D shapes</p> <p>Describe 2D and 3D Shapes</p> <p>Count beyond 5</p> <p>Combine shapes to make bigger ones</p> <p>Select shapes appropriately</p>		<p>Comparisons</p> <p>Compare quantities using language 'more than and 'less than'</p> <p>Make comparisons between objects – capacity, length, weight</p>	<p>Solve real world mathematical problems with numbers up to 5</p> <p>Begin to describe sequences in events, first, second, last</p> <p>Counting</p> <p>Know the last number reached is the total when adding 2 numbers together</p> <p>Develop fast recognition of up to 5 objects without counting them</p>

	<p>Count objects saying 1 number for each object</p> <p>Understand position through words alone, 'The bag is under the table'</p>					
Understanding the world	<p>Understand the environment around them</p> <p>Understand the place that they live and how they are a part of it</p> <p>Show and interest in different occupations</p>	<p>Explore how things work</p> <p>Use all their senses in hands on experiences</p> <p>Explore a collection of materials with similar and different properties</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Begin to understand the need to respect and care for all the environment</p>	<p>Properties of materials</p> <p>Understand key features of a life cycle – Plant and animal.</p> <p>Plant seeds and care for growing plants</p>	<p>Forces</p> <p>Explore and talk about different forces and how they feel</p> <p>Talk about the differences in materials and changes they notice</p>
Expressive arts and design	<p>Show different emotions through drawings and paintings</p> <p>Explore Colour</p> <p>Draw a face with increasing complexity</p>	<p>Play instruments with increasing control to express themselves</p> <p>Sing a familiar song</p>	<p>Explore mixing colour mixing</p>	<p>Develop their own ideas then decide on the material to express them</p>	<p>Begin to develop complex stories using small world.</p> <p>Take part in pretend play using objects to represent something different</p>	<p>Explore materials freely</p>
Jigsaw	<p>Being me in My world (6 Sessions) -Who... Me?</p>	<p>Celebrating Difference (6 Sessions) -What am I good at?</p>	<p>Dreams and Goals (6 Sessions) -Challenge</p>	<p>Healthy Me (6 Sessions) -Everybody's Body</p>	<p>Relationships (6 Sessions) - My Family and Me!</p>	<p>Changing Me (6 Sessions) -My Body</p>

	<ul style="list-style-type: none"> <li>-How am I feeling?</li> <li>-Being at Nursery</li> <li>-Gentle Hands</li> <li>-Our Rights</li> <li>-Our Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-I'm special, I'm in?</li> <li>-Families</li> <li>-Houses and Homes</li> <li>-Making Friends</li> <li>-Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Never giving up</li> <li>-Setting a goal</li> <li>-Obstacles and Support</li> <li>-Flight to the future</li> <li>-Footprint awards</li> </ul>	<ul style="list-style-type: none"> <li>-We like to move it, move it</li> <li>-Food glorious food</li> <li>-Sweet dreams</li> <li>-Sweet Dreams</li> <li>-Keeping it Clean</li> <li>-Stranger Danger</li> </ul>	<ul style="list-style-type: none"> <li>- Make friends</li> <li>-Make Friends (Pt 2)</li> <li>-Falling out (pt 1)</li> <li>-Falling out (pt 2)</li> <li>-Being the best friend, I can be</li> </ul>	<ul style="list-style-type: none"> <li>-Respecting my Body</li> <li>-Growing up</li> <li>-Growth</li> <li>-Fun and Fears</li> <li>-Celebration</li> </ul>
RE	Religion in the Village	The Christmas Story	Shrove Tuesday – Pancake Day	The Easter Story	Religions of the world	Eid – Celebrations
Wider curriculum opportunities	<ul style="list-style-type: none"> <li>• Visit from Reindeers</li> <li>• Visits to school / happy chicks visit / visit to library / walk to the shop with a shopping list</li> <li>• Themed weeks</li> <li>• Wow events (hook activities)</li> <li>• Den building</li> <li>• Stay and play</li> <li>• Butterfly Hatching</li> <li>• Growing own vegetables</li> <li>• Stay and read sessions</li> </ul>					