



Foundation Stage Long Term Plan

EYFS	Autumn		Spring		Summer	
Topic	Marvellous Me! People Who help us!	Let's Celebrate!	Explorers and curious creatures	3, 2, 1 BLAST OFF!! (Space)	Splish, Splash, Splosh (Water/ Pirates/ Sea Creatures) Growing	Minibeasts
Hook with a book ideas (tbc linked to children's interests)	So Much Owl Babies People who help us books (police/fire/doctor)	The Christmas Story Nativity Lighting a Lamp The Gruffalo Stick Man Diwali	The Pet Shop I Want a Pet Giraffe's Can't Dance Dinosaur Roar Mad About Dinosaurs	Whatever Next Aliens love underpants We're Going on a Bear Hunt (story café)	A New Home for a Pirate Pizza for Pirates People who help us: Lifeboat Crew Member (non-fiction) The Pirates Next Door Jack and the Beanstalk	Mad about Minibeasts Superworm Twist and Hop Minibeast bop The Very Hungry Caterpillar Snail Trail
Reading spine books	Owl Babies The Gruffalo On The Way Home	Handa's Surprise	Rosie's Walk Six Dinner Sid	Whatever Next! Goodnight Moon	Mr Grumpy's Outing Farmer Duck SSSSH!	Mrs Armitage on Wheels (DT focus week)
Enhanced provision ideas	Doctors Police Station Fire Station	Dark tent Nativity Stable Diwali Home Corner Autumn Explore Table	Pet Shop Dinosaur Excavation in Sand (Archaeologist) Dinosaur Small world Vets	Whatever Next role play NASA space station Aliens invade the home corner	Pirate Ship Jack's castle Pirate Small World Aquarium	Bug exploration area Enhanced science area
Literacy focuses to link to Hook with a book	Hearing and saying the initial sound of a word. Linking sounds to letters, naming and sounding the letters of the alphabet.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Teach	Attempts to write short sentences in meaningful contexts. Focus on capital letters for starting a sentence. Capital letter, fingers spaces and full stop focus on each	Attempts to write short sentences in meaningful contexts. Focus on writing some irregular words correctly. Genre of writing: Postcards, factual writing of space,	Children use their phonic knowledge to write words in ways which match their spoken sounds. Focus on writing some irregular words correctly.	Children use their phonic knowledge to write words in ways which match their spoken sounds. Children attempt words that are more than one syllable.

	Writes own name and other things such as labels and captions. Genre of writing: labels/ captions, story map	finger spaces in between words and full stop at the end. Writes own name and other things such as labels and captions. Genre of writing: Writing a simple sentence, recount.	piece of sentence writing. Genre of writing: creative writing, letter writing, shopping list for waitrose	story maps.	Reading back their own work to say what they have written. Genre of writing: recount, lists, letters.	Focus on writing irregular/ high frequency words correctly. Genre of writing: poems, extended writes, non-chronological reports
Values	Belonging Kindness Joy	Love Peace Hope	Thankfulness Democracy Forgiveness	Self-Control Faithfulness	Service Forbearance Gentleness	Humility Endurance Change
RE See RE LTP	F.1 Where Do We Live? Who Lives There?	F.2 How do Christians celebrate Christmas	F3 What makes a good helper	F4 What can we see in our wonderful world	F5 Who and what are special to us	Moving on & Change
British Values	<p>Rule of Law: Understanding rules matter as cited in PSED with a focus on managing feelings and behaviour.</p> <p>Individual liberty: freedom for all with a focus on self-confidence & self- awareness.</p> <p>Democracy: making decisions together.</p> <p>Mutual respect and tolerance: treat others as you want to be treated with a focus on people and communities, managing feelings and behaviour and making relationships.</p> <p>Writing simple algorithms for beebots</p> <p>E-Safety All taught throughout the year within subjects.</p>					
Computing	Accessing computers in provision	Logging on and off Using 2 simple	introduce beebots Programming beebots	Writing simple algorithms for beebots E-Safety	Codeable iPads	Mouse work and typing simple words (use of space bar and full stop)
SCMS SEAL	Special Thoughts Thoughts, feelings, ideas and questions that are important	Special Times How and why some times and events are special to myself and	Special Things How and why some objects are special and important to myself and others	Special books and Special People Good to be me	Special Places Special books and Special People Relationships	Special Places How and why some places are important to myself and others

	and special to me Special books and Special People New beg	others Special books and Special People Getting on No to bullying	Special books and Special People Going for goals			Special books and Special People Changes
Events	Settling in Parents evening Stay and Play Harvest Festival	Kitchen Disco story café Diwali Children in Need Christmas Christingle Nativity Open Day	Pancake Day Fairtrade	Easter Parents evening Science Week	We're going on a Bear Hunt Story café New Parents meetings	Transition Mornings Chicks and ducks Sports day
Trips	Trip to Harlow Carr for Autumn workshop Visit from Rev Dave	Trip to Leeds Minster for Christmas Workshop Visit from Rev Sharon	Mobile Farm? Trip to Pet Shop? Trip to Temple Newsam Farm? Dinosaur Day- Education group	Trip to Harlow Carr Gardens for spring workshop	Visit from RNLI for water safety talk	Yorkshire Aboretum (Castle Howard) or Skelton Grange Minibeast Hunt & Habitat Creation
Local Walks	Library	Library	Library Walk to Sainsbury's/Waitrose for Fairtrade items	Library Walk to St Stephens Church for FS Easter service	Library	Library Walk to St Barnabas for end of Year Service
Music	Topic Songs Numbers: collection of songs to support basic numeracy and explore musical repetition Nursery Rhymes Songs and activities to familiarise children	Christmas Nativity All children from Foundation Stage involved in learning and performing a Nativity play which includes singing, instrumental parts,	Topic Songs: Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities Science Week: The senses Aurally recognise the sounds of a range of classroom instruments	Topic Songs: Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities Perform songs and music in class assembly FOCUS: DYNAMICS Suggested: We're going on a	Topic Songs: Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities Perform songs and music in class assembly FOCUS: TEMPO &	Topic Songs: Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities Sounds Topical CD to develop awareness of sounds and rhythms.

	<p>with some well-known traditional rhymes. To develop awareness of rhythm and rhyme in speech. To talk about sounds made with our bodies and experiment with them eg clapping,</p> <p>FOCUS: PITCH Explore pitch using body parts I can differentiate between high and low pitch I can show changes in pitch using tuned percussion eg. steps/slides/jumps</p>	<p>acting, movement and dance.</p> <p>FOCUS: LISTENING/TEXTURE Use instruments to accompany singing Listen to celebration songs I can perform simple accompaniments to a melody I can use non-verbal methods to describe how music makes me feel. I can respond to music through movement.</p>	<p>Listen to music and respond to the mood through painting</p> <p>FOCUS: TIMBRE Choosing instruments based on different story characters I can explore sounds and classify sound makers eg. scrape, tap, shake. I can choose sounds to accompany a song or story I can play my instruments safely and pick them up and put them down quietly I understand different instruments produce different sounds</p>	<p>bear hunt – using voice at different dynamics I can differentiate between loud and quiet sounds</p> <hr/> <p>I can sit or stand to perform I can use my voice in different ways I can use big clear mouth shapes to form words</p>	<p>NOTATION and recreate effects with voice/instruments I can differentiate between slow and fast I can remain quiet while waiting for a turn I can watch and follow the leader’s signals I can use pictures to represent and organise sounds.</p>	<p>FOCUS: STRUCTURE COMPOSITION/DURATION I can take turns at pattern making I can put my sounds together with someone else’s I can start and stop playing with others I can differentiate between long and short sounds I can keep a steady pulse and play at different speeds.</p>
Physical education	In FS outdoor area	In FS outdoor area	Gymnastics	Dance	Small apparatus Balls/ hoops/ beanbags	Team games
Cooking	Fruit salads	Baking Pudsey Biscuits- Children in Need	Banana Bread (using fairtrade items)	Foods from around the world	Potato themed dishes: mashed, boiled, sweet potato (use potatoes from outdoor are) Make Pizzas for Pizza for Pirates Book	Baking butterfly buns