

Durley Primary School  
Foundation stage long term plan 2019-2020

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/book study</b>	<b><u>Superheroes</u></b> Supertato, Eliot Midnight Superhero, Nat Fantastic Charlie’s Superhero Underpants.	<b><u>Fire!</u></b> Vlad & the Great Fire of London Toby & the Great Fire of London. The Great Fire of London.	<b><u>Pirates</u></b> The Night Pirates. Captain Yellowbelly. A New Home for a Pirate. The Pirates Next Door. The Pirate Cruncher.	<b><u>Rainforest</u></b> One Day on our Blue Planet. The Explorer. Pongo. Rainforest Adventure	<b><u>Under the sea</u></b> Commotion in the Ocean. A First Book of the Sea. Secrets of the Seashore. Storm Whale Flotsam	<b><u>Farm</u></b> Mrs Wishy Washy All pigs are beautiful. Farmer Duck. Marvin wanted More!
<b>Outcome</b>	Dress up as a superhero Parents in to see work	Burning their houses	Pirate dress up day	Explorers day	Parents in to see work	A day in the life of a Victorian
<b>AREAS OF LEARNING</b>						
<b>Communication and Language</b>	This is one of the three prime areas within the Early Years Foundation stage (EYFS). Communication and language are broken down into three aspects: - listening and attention, speaking and understanding. Throughout the year children are given lots of opportunities to develop these skills. They are woven within everything we do and form the solid foundation for most activities.					
<b>Personal, social and emotional development.</b>	<b>‘New Beginnings’ WE’RE ALL STARS!</b> - Devising a class charter - Getting to know each other -Demonstrates friendly behaviour - Looking after each other - Form good relationships with peers and familiar adults.	<b>“Getting on and Falling Out” BE FRIENDLY, BE WISE</b> - Making friends - Falling out with a friend - Managing anger - Anti-bullying - Takes steps to resolve conflicts with other children, e.g. finding a compromise.	<b>It’s Good to be Me” DARING TO BE DIFFERENT</b> -Our likes and dislikes -Feeling proud -Being special - Welcomes and values praise for what they have done. -Describe self in positive terms and talk about abilities.	<b>“Going for Goals” LIVING LONG, LIVING STRONG</b> -Aware of own feelings and knows that some actions and words can hurt others’ feelings. -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	<b>“Relationships”</b> -Play cooperatively taking turns. -Take account of one another’s ideas about how to organise activities. -Confident to talk to other children when playing and will communicate freely about own home and community.	<b>“Changes”</b> -Learn to show sensitivity to others needs and feelings. -Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.

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<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Independent choosing</li> <li>• Gross and fine Motor activities e.g. Hand gym, ball games</li> <li>• Construction and malleable activities</li> <li>• Pencil grip</li> <li>• Mark-making</li> <li>• Name writing</li> <li>• Tidying up</li> <li>• Independent toileting and washing hands.</li> <li>• Self-dressing – fastening coats/shoes independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent choosing</li> <li>• Fine Motor activities e.g. Funky fingers</li> <li>• Construction and malleable activities.</li> <li>• Pencil grip</li> <li>• Mark-making</li> <li>• Name writing</li> <li>• Creative activities-cutting &amp; sticking.</li> <li>• Outdoor activities-moving in different ways and managing risks.</li> <li>• Use one-handed tools with increased control e.g. pencil, scissors.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative activities-cutting &amp; sticking.</li> <li>• Letter formation</li> <li>• Outdoor activities-moving in different ways.</li> <li>• Hand-eye coordination activities, Ball games</li> <li>• Use one-handed tools with increased control e.g. pencil, scissors.</li> <li>• Talk about aspects of good health (Supertato)</li> <li>• Develop characteristics of effective learning e.g. persistence and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle equipment and tools effectively, including pencils for writing.</li> <li>• Can talk about aspects of good health</li> <li>• Develop characteristics of effective learning e.g. persistence and motivation.</li> <li>• Hand-eye coordination activities, Ball games</li> </ul>	<ul style="list-style-type: none"> <li>• Handle equipment and tools effectively, including pencils for writing.</li> <li>• considers and manages some risks when tackling new challenges</li> <li>• Develop characteristics of effective learning e.g. persistence and motivation.</li> <li>• Gross motor skills: Preparing for sports day activities.</li> <li>• Exceeding- self dressing successfully managing fastening buttons or laces.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates objects with good fine motor skills.</li> <li>• Uses writing as a means of communicating to audience.</li> <li>• considers and manages some risks when tackling new challenges ( in new environments e.g. seaside, on Educational visits)</li> <li>• Exceeding- self dressing successfully managing fastening buttons or laces.</li> <li>• Can make healthy choices in relation to, healthy eating and exercise.</li> </ul>
<p><b>Literacy</b></p>	<p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Phase 2 phonics phonemes</li> <li>• Link sounds to letters</li> <li>• Letter formation (air writing)</li> <li>• Phonics songs &amp; actions</li> <li>• Match initial sounds activities</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Extend spoken</li> </ul>	<p><b><u>Phonics:</u></b></p> <p>Phase 2 Sounds</p> <ul style="list-style-type: none"> <li>• Oral segmenting and blending CVC words</li> <li>• Letter formation</li> <li>• HFW and tricky words</li> <li>• EXT simple sentences.</li> <li>• Phonics songs &amp; actions</li> </ul>	<p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Phonics Phase 2 &amp;3</li> <li>• Blending and segmenting CVCC/ CCVC words and writing simple sentences.</li> <li>• HFW and tricky words</li> <li>• Phonics songs &amp; actions</li> </ul> <p><b><u>Writing:</u></b></p>	<p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Phonics Phase 2-4 sentences.</li> <li>• CCVCC/ CCCVCC words.</li> <li>• Polysyllabic words.</li> <li>• HFW and tricky words</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Segment &amp; blend CVCC words and captions</li> </ul>	<p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Phonics Phase 2-4 sentences.</li> <li>• CCVCC/ CCCVCC words.</li> <li>• Polysyllabic words.</li> <li>• HFW and tricky words</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Write phonetically plausible sentences which can be read by themselves and</li> </ul>	<p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Phonics Phase 2-4 sentences.</li> <li>• CCVCC/ CCCVCC words.</li> <li>• Polysyllabic words.</li> <li>• HFW and tricky words</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Writes for different purposes.</li> <li>• Phase 2-4 HFW, sentences and</li> </ul>

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	<p>vocabulary.</p> <ul style="list-style-type: none"> <li>Manipulates objects with good fine motor skills.</li> <li>Develop pencil grip and Letter formation.</li> <li>Ascribe meaning to marks.</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>EXT Segment &amp; blend CVC words and captions</li> <li>Continues a rhyming string</li> <li>Manipulates objects with good fine motor skills.</li> <li>Use one-handed tools with increased control.</li> <li>Develop letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Segment &amp; blend CVCC words and captions</li> <li>Build simple sentences and can read them back.</li> <li>Continues a rhyming string</li> <li>Writes for different purposes.</li> <li>Spell some irregular common words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Build and write phonetically plausible captions and sentences.</li> <li>Writes for different purposes.</li> <li>Spell some irregular common words correctly.</li> <li>Exceeding -use their preferred hand for writing, using a correct pencil grip.</li> <li>Begin to spell phonically regular words of more than 1 syllable</li> </ul>	<p>others.</p> <ul style="list-style-type: none"> <li>Spell some irregular common words correctly.</li> <li>Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines</li> <li>spell phonically regular words of more than 1 syllable</li> <li>Use key features of narrative in their own writing</li> </ul>	<p>tricky words.</p> <ul style="list-style-type: none"> <li>Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines</li> <li>spell phonically regular words of more than 1 syllable</li> <li>Use key features of narrative in their own writing</li> </ul>
<p><b>Understanding the World</b></p>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Talks about significant events in their own experience.</li> <li>Talk about themselves, Friends and family.</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>The world</b></p>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Significant Events and traditions. Trick or treat, Bonfire night, Poppy Day, Christmas, Birthdays.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Recognises and describes special times or events for family or friends.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Shows care and concern for living things and the environment.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Beebots for positional language.</li> <li>Shows skill in making toys work</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing)</li> <li>Shows care and concern for living</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Similarities and differences in relation to places, objects, materials and living things.</li> <li>Significant Events: Father’s Day</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Seasons and changes over time –Summer</li> <li>Know that other children don’t always enjoy the same things and are sensitive to this.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Developing an understanding of growth, decay and changes over time.</li> </ul> <p><b>Technology</b></p>

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	<ul style="list-style-type: none"> <li>Differences and changes over time. Seasons &amp; weather</li> <li>They make observations and explain why some things occur. (e.g. Melting ice experiment)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Introduce IPADS and laptops.</li> <li>Tizzy paint program</li> <li>Finding their name on the keyboard</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Log on laptops</li> <li>paint</li> <li>complete a simple program</li> </ul>	<p>by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>things and the environment</p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Log on laptops</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>They select and use technology for particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p><b>Exploring and Using Media and Materials</b></p> <p>Use a selection of materials and objects to make evil pea, supertato. Collage Scissor skills Combining different materials for a particular purpose. Vegetable superheroes Charlie’s superhero underpants.</p>	<p><b>Exploring and Using Media and Materials</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Two different printing techniques to make a Tudor house from the great fire of London. DT – build a Tudor house</p>	<p><b>Exploring and Using Media and Materials</b></p> <p><b>Sculpture:</b> - Adding and inventing using junk models to create islands and treasure boxes. <b>Textiles:-</b> Drawing, painting &amp; masking out, to create a pirate flag.</p>	<p><b>Exploring and Using Media and Materials</b></p> <p>Focus on the artist William Morris. Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. natural and manmade patterns Discuss regular and irregular</p>	<p><b>Exploring and Using Media and Materials</b></p> <p>.M.W. Turner – seascapes. Create patterns using different shades of blue. Create an under the sea collage. Use different tools and materials to create a sea animal.</p>	<p><b>Exploring and Using Media and Materials</b></p> <p>Handling, manipulating and enjoying using materials. Collage Explore different textures. Create a farm using junk. Collect different textures from around the farm.</p>

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	<p><b><u>Being imaginative:</u></b></p> <ul style="list-style-type: none"> <li>• Role-play –vets</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul>	<p><b><u>Being imaginative:</u></b></p> <ul style="list-style-type: none"> <li>• Role-Play- bakery &amp; Christmas post office</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> </ul>	<p><b><u>Being imaginative:</u></b></p> <ul style="list-style-type: none"> <li>• Role- Play – pirate ship</li> <li>• Create simple representations of events, people and objects.</li> </ul>	<p><b><u>Being imaginative:</u></b></p> <ul style="list-style-type: none"> <li>• Role- Play – rainforest explorers</li> <li>• Chooses particular colours to use for a purpose.</li> </ul>	<p><b><u>Being imaginative:</u></b></p> <ul style="list-style-type: none"> <li>• Role- Play – under the sea</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<p><b><u>Being imaginative:</u></b></p> <ul style="list-style-type: none"> <li>• Role- Play – farm shop</li> <li>• Builds stories around toys, e.g. farm animals</li> </ul>
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