







Foundation Long Term Planning (Two Year Cycle) – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Topic	Where do you belong? I like my Mum and Dad, The leaf thief, It was a cold dark night,	Why do owls fly at night? Owl babies, Brave little Owl, Non-Fiction Owls	Have you ever found a diamond in the snow? Jack frost, Diamond in the snow, Non-fiction Arctic Animals (polar bear focus)	Water, water everywhere? The Ugly Duckling, The storm whale, Commotion in the Ocean, River & Sea non-fiction books	Where Giants live The Smartest Giant in town, Jack and the beanstalk, Growing plants	It's a small world Mad about Minibeasts, Aarrghh Spider, The hungry caterpillar	
Hook	Settling into school	Owl visit	Find hanging snowflakes in classrooms, explore	Water play day	Find giant's footprints	Giant spiders web	
Real life experiences	Starting school family day	Owl visit Diwali	Snow- Xscape	Visit to tear Drops lakes	Visit from the nurse/ dentist Growing	Build a bug hotel	•playing and exploring•active learning•creating and thinking critically
Role play	Home corner- my house	Owl nest	Snow cave/forest	Beach Hut	Giants castle	Fruit shop	•playing and exploring•active learning•creating and thinking critically
Cookery	A range of different coloured and textured food	Multicultural food- Diwali Christmas	Warming soup	Salads	Breakfasts, design and make breakfast for a giant	Fruit salad	•playing and exploring•active learning•creating and thinking critically
Forest school	Collecting apples/leaves twigs	Make bird feeders	Exploring snow/ice/frost	Spring walk-collecting flowers transient art	Clay tree masks	Minibeast house	•playing and exploring•active learning•creating and thinking critically
Celebration	Harvest Black History	Diwali Bonfire night Christmas	Chinese New Year	Easter Mothers Day	Eid King Charle's coronation (2023)	Summer sports – healthy week & sports day	•playing and exploring•active learning•creating and thinking critically
PSE- Self regulation Managing Self Building Relationships	Jigsaw – Being Me in My World Settling in Rules and routines My family / My class Being safe at home	Jigsaw – Celebrating Difference Special friends/people in our lives Celebrations Diwali/Christmas Firework safety	Jigsaw – Dreams and Goals What are we good at? Setting our own goals/ being proud of our achievements Internet safety	Jigsaw – Healthy Me How can we help others? Anti-bullying week Feelings	Jigsaw – Relationships The Ugly Duckling- friendship and being kind. What makes us special Sun safety	Jigsaw – Changing Me Being proud of our friends Being kind/being helpful Road safety	Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; - Have a positive sense of self and show resilience and perseverance in the face of challenge; -Pay attention to their teacher and follow multi-step instructions. -Manage their own basic hygiene and personal needs, including dressing and going to the toilet;-Understand the importance of healthy food choices;-Explain the reasons for rules and know right from wrong. Work and play cooperatively and take turns with others; -Form positive attachments and friends
CLL Speaking Listening	Rhyme of the week Talking groups Finger gym Story circle	Rhyme of the week Talking groups Finger gym Story circle	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins	Listen carefully and respond appropriately when being read to and during whole class and small group discussions; -Make comments about what they have heard and ask questions to clarify their

	Daily check-ins	Daily check-ins					understanding; -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary; -Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate; -Express their ideas using full sentences, with modelling and support from their teacher.
Physical Fine motor Gross motor	PE-gymnastics Using scissors Dough disco Finger gym Yoga/mindfulness Write dance	PE-small apparatus using utensils/knives and forks Dough disco Finger gym Yoga/mindfulness Write dance	PE-dance Using a range of tools Dough disco Finger gym Yoga/mindfulness Write dance	PE-large apparatus Weaving/sewing Dough disco Finger gym Yoga/mindfulness Write dance	PE- games Hammers/woodwork Dough disco Finger gym Yoga/mindfulness Write dance	Health week Sports week PE athletics Dough disco Finger gym Yoga/mindfulness Write dance	Negotiate space and obstacles safely, with consideration for themselves and others; -Demonstrate strength, balance and coordination; -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Hold a pencil comfortably using the tripod grip; -Use a range of small tools, including scissors, paintbrushes and cutlery; -Show accuracy and care when drawing and copying
Literacy Comprehension Word reading Writing	Phonics – input/CP Shared Reading Retelling stories- class related Non-fiction- woodland creatures Rhyme of the week	Phonics – input/CP Shared Reading Story sequencing owl Babies / Brave Little Owl Diwali poems	Phonics – input/CP Shared Reading Jack Frost-story settings and characters Non-fictions captions and sentences	Phonics – input/CP Shared Reading Pi Corbet The Ugly Duckling Writing labels and captions-swan life cycle	Phonics – input/CP Shared Reading Traditional story-Jack and the Beanstalk Bean diary-days of the week	Phonics – input/CP Shared Reading Aarrgh Spider/Hungry Caterpillar-story sequence speech bubbles setting comparison Minibeast poems and rhymes	Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; -Anticipate –where appropriate –key events in stories, non-fiction, rhymes and poems; -Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others.

<p>Mathematics Number Numerical patterns</p>	<p>Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Sorting by colour Comparing and matching patterns</p>	<p>Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Comparing size/ordering by size Shape</p>	<p>Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Weight & Capacity</p>	<p>Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Positional language Repeating pattern</p>	<p>Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Time Days of the week Shape</p>	<p>Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Money, coins Directions/rotations Symmetry</p>	<p>Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order; - Subitise (recognise quantities without counting) up to 5; -Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts. Automatically recall double facts up to 5+5; -Compare sets of objects up to 10 in different contexts, considering size and difference; -Explore patterns of numbers within numbers up to 10, including evens and odds.</p>
<p>UW Past and present People, culture and communities</p>	<p>Changes over time/myself my family Autumn Harvest festival</p>	<p>Owl life cycle/ owl observations Night/day – nocturnal animals Light and dark – comparing light sources & making simple circuits to light bulb Christmas Diwali</p>	<p>Arctic-comparison between there and home Arctic animal information Ice experiments Winter</p>	<p>Weather and water cycle Life cycle of a swan Floating and sinking Easter Spring</p>	<p>Growing beanstalks Healthy Me-nurse and dentist</p>	<p>Maps Summer Animals Minibeasts</p>	<p>Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;-Recall some important narratives, characters and figures from the past encountered in books read in class Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps. Explore the natural world around them, making observations and drawing pictures of animals and plants;-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;-Understand the effect of the changing seasons on the natural world around them.</p>

<p>EAD Creating with materials Performing</p>	 <p>Colour and shape</p> <p>Building models with 2D & 3D shapes</p>	 <p>Light and dark drawing</p> <p>Connecting & building up parts to build a warm nest</p>	 <p>Settings/landscape- brusho & paint layers 3d – mod-roc snow scenes</p> <p>Colour mixing using ice-cubes</p>	 <p>Transient art</p>	 <p>Sculptures/clay</p> <p>Growing beanstalk moving picture</p>	 <p>Eric Carl- collage</p> <p>Split pin joint moving minibeasts Building bug hotels</p>	<p>Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function;-Share their creations, explaining the process they have used;-Make use of props and materials when role-playing characters in narratives and stories Sing a range of well-known nursery rhymes and songs; -Perform songs, rhymes, poems and stories with others, and –when appropriate – move in time with music;-Co-construct, invent, adapt and recount narratives and stories with peers and their teacher</p>
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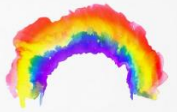


Foundation Long Term Planning (Two Year Cycle) – Cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 5 Weeks 2022	Summer 2	ELG
Topic	Over the rainbow Brown Bear, The Colour Monster, Pink is for Boys, Push Here	Why do stars twinkle? Whatever next, Smeds and the Smoods, Aliens love underpants Non fiction Space	What's Inside? The Odd Egg The Somethingsaur, Non-fiction dinosaurs & crocodiles	A mouse took a walk Gruffalo Gruffalo child Goldilocks	Is there a bear in there? We're Going on a Bear Hunt, Non Fiction Bears around the world, The cave	Who is your hero? Supertato, run veggies run, Veggies assemble, Valley of doom, people who help us	
Hook	Settling into school	Alien letter	Eggs and nest	Find Gruffalo footprints	Follow clues to find a bear	Superhero day	
Real life experiences	Family cake day	Links with the planetarium	Tortoise visit	Forest School	Rushmere Country Park - bear hunt	999 emergency services Growing veg	•playing and exploring•active learning•creating and thinking critically
Role play	Home corner	Moon Alien home	Giant egg Dinosaur dig	Gruffalo Cave Three Bears house	Bear hunt settings Explorers station	Police station/ call centre	•playing and exploring•active learning•creating and thinking critically
Cookery	Rainbow cake, rainbow cookies	Sandwiches	Wraps for dinosaurs	Gruffalo Crumble	Bear picnic – honey sandwiches	Foods from around the world-veg	•playing and exploring•active learning•creating and thinking critically
Forest school	Colour collecting	Stars	Stick art- 3d dinosaur	Hot chocolate and campfire	Bear hunt sensory walk	Leaf superheroes Superhero risks	•playing and exploring•active learning•creating and thinking critically
PSE- Self regulation Managing Self	Jigsaw – Being me in my world	Jigsaw – Celebrating Difference	Jigsaw – Dreams and Goals	Jigsaw – Healthy Me Being kind/being helpful	Jigsaw – Relationships	Jigsaw – Changing Me	Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; - Have a positive sense of self and

Building Relationships	Emotions – through the colour monster Relationships.	Special friends/people in our lives Celebrations Diwali/Christmas Firework safety	The Odd Egg- friendships and caring for each other Bullying week Feelings	Stranger Danger Internet safety	What makes us special What are we good at Sun safety	Setting our own goals/ being proud of our achievements Being proud of our friends Road safety	show resilience and perseverance in the face of challenge; -Pay attention to their teacher and follow multi-step instructions. -Manage their own basic hygiene and personal needs, including dressing and going to the toilet;-Understand the importance of healthy food choices;-Explain the reasons for rules and know right from wrong. Work and play cooperatively and take turns with others; -Form positive attachments and friends
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Physical Fine motor Gross motor	PE-gymnastics Using scissors Dough disco Finger gym Yoga/mindfulness Write dance	PE-small apparatus using utensils/knives and forks Dough disco Finger gym Yoga/mindfulness Write dance	PE-large apparatus Weaving/sewing Dough disco Finger gym Yoga/mindfulness Write dance	PE-dance Using a range of tools Dough disco Finger gym Yoga/mindfulness Write dance	PE- games Hammers/woodwork Dough activities Finger gym activities Yoga/mindfulness	Health week Sports week PE athletics Dough disco Finger gym Yoga/mindfulness Write dance	Negotiate space and obstacles safely, with consideration for themselves and others; -Demonstrate strength, balance and coordination; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Hold a pencil comfortably using the tripod grip; -Use a range of small tools, including scissors, paintbrushes and cutlery; -Show accuracy and care when drawing and copying
Literacy Comprehension Word reading Writing	Daily Phonics Guided Reading Retelling stories- brown bear/brown bear	Daily Phonics Guided Reading Non-fiction captions-space Role play whatever next	Daily Phonics Guided Reading The odd egg story sequence Sentence construction	Daily Phonics Guided Reading Traditional story Goldilocks Predictions/storytelling Gruffalo Story setting Gruffalo	Daily Phonics Guided Reading Pi Corbet bear hunt Inference – The Cave Non-fiction writing bears	Daily Phonics Guided Reading speech bubbles setting comparison comic strip write our own story	Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; -Anticipate –where appropriate –key events in stories, non-fiction, rhymes and poems; -Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

			Writing simple narratives to retell a familiar story				Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others.
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UW Past and present People, culture and communities	Experimenting with colour mixing, use prisms to make rainbows Harvest festival Exploring and investigating Magnets	Autumn Space/planets Electricity Making Alien Slime Astronauts Christmas Diwali	Easter Butterfly life cycle Dinosaurs-timeline Spring	Forest trail Texture Gruffalo Gruffalo cook book Gruffalo map and animal homes	Maps -local bear hunt World map- bears from around the world Bear features & survival	City and town comparison Vegetables-healthy eating and how it helps us grow Growing veg-foods from around the world People who help us	Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;-Recall some important narratives, characters and figures from the past encountered in books read in class Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps. Explore the natural world around them, making

							observations and drawing pictures of animals and plants;-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;-Understand the effect of the changing seasons on the natural world around them.
EAD Creating with materials Performing	 Paint and print techniques Build a 3D rainbow model using a range of resources	 Light and dark Junk model rockets	Watercolours (Odd Egg inspired) DT – make an egg protector	Sculpture mixed materials	Junk Modelling/DT – building the family house from the Bear Hunt (opening door) Sketching characters (inspired by The Cave)	 Junk model traps to catch Evil Pea	Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function;-Share their creations, explaining the process they have used;-Make use of props and materials when role-playing characters in narratives and stories Sing a range of well-known nursery rhymes and songs; -Perform songs, rhymes, poems and stories with others, and –when appropriate – move in time with music;-Co-construct, invent, adapt and recount narratives and stories with peers and their teacher

<https://www.youtube.com/watch?v=IN5JKDISVCo> The tale of Jack frost

<https://www.youtube.com/watch?v=igsDNgU0ed4> Here Comes Jack Frost