

Foundation Long Term Planning 2023 – 2024 – Cycle 1

	Marvellous Me!		Our Wonderful World!		Fantastic Fantasy!		
	Autumn 1 (7 weeks)	Autumn 2 (8weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)	ELG
Topic and core texts that link to school values and progression of each theme	<p>All about Me</p> <p>Hedgehog, Squirrel and Mole book</p> <p>Enormous turnip – (focus on school value, team work and sharing)</p> <p>Lulu reads to Zeki</p> <p>My mum & dad make me laugh</p> <p>Pumpkin soup and non fiction autumn book</p> <p>Little red hen</p> <p>Baselines</p>	<p>My home and my family</p> <p>Owl babies</p> <p>Goldilocks and the three bears</p> <p>In every house on every street</p> <p>Choice of Christmas story</p>	<p>Winter Wonderland</p> <p>Whatever next</p> <p>Diamond in the sky</p> <p>Non fiction – arctic animals</p> <p>Monkey Puzzle</p>	<p>The big and the small</p> <p>Lulu plants a garden</p> <p>Hungry caterpillar</p> <p>Rumble in the jungle – (or other animals related poetry)</p> <p>Non fiction safari animals</p> <p>Dear Zoo</p>	<p>Giants, Dinosaurs, Dragons</p> <p>Jack and the beanstalk</p> <p>The girl and the dinosaur</p> <p>George and the dragon</p> <p>Smartest giant in town</p>	<p>Superheroes and Magic</p> <p>Superworm</p> <p>Supertato</p> <p>Elves and the shoe maker</p> <p>Billy goats gruff</p>	
Hook	Settling into school	Owl visit	Dressing up day- Princess/Prince	Planting	Find giant’s footprints	Dressing up day- Real Superheros	
Real life experiences	Starting school family day	Owl visit Diwali	Planetarium	Planting	Woburn safari park	999 emergency services	<ul style="list-style-type: none"> •playing and exploring •active learning •creating and thinking critically
Role play - depending on child interests and misconceptions	My home	My home add child interests	My home add child interests	A shop	Giants castle	Superhero lair	<ul style="list-style-type: none"> •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	Foods from around the world – veg	<ul style="list-style-type: none"> •playing and exploring •active learning •creating and thinking critically








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Forest school	Collecting apples/leaves twigs	Make bird feeders	Exploring snow/ice/frost	Spring walk- collecting flowers transient art	Clay tree masks	Leaf superheroes	<ul style="list-style-type: none"> •playing and exploring •active learning •creating and thinking critically
Celebration	Harvest	Diwali Bonfire night Christmas	Luna year (Chinese New Year)	Easter Mothers Day	Eid Fathers Day	Summer sports – healthy week & sports day	<ul style="list-style-type: none"> •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 Being kind/being helpful How can we help others Internet safety	Jigsaw – Healthy Me The Ugly Duckling- friendship and being kind. Anti- bullying week Feelings	Jigsaw – Relationships What makes us special What are we good at Sun safety	Jigsaw – Changing Me Setting our own goals/ being proud of our achievements Being proud of our friends 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 Daily check-ins Sign of the week Helicopter stories	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins Sign of the week Helicopter stories	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins Sign of the week Helicopter stories	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins Sign of the week Helicopter stories	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins Sign of the week Helicopter stories	Rhyme of the week Talking groups Finger gym Story circle Daily check-ins Sign of the week Helicopter stories	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 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.
<p>Physical Fine motor Gross motor</p>	<p>PE-Physical Literacy phase 1 animals Using scissors Dough disco Finger gym Yoga/mindfulness Write dance</p>	<p>PE-Gymnastics EY phase 5 Using utensils/knives and forks Dough disco Finger gym Yoga/mindfulness Write dance</p>	<p>PE-Dance (Tuesdays)/ Ball skills (Thursdays) Using a range of tools Dough disco Finger gym Yoga/mindfulness Write dance</p>	<p>PE- Gymnastics with apparatus Weaving/sewing Dough disco Finger gym Yoga/mindfulness Write dance</p>	<p>PE- Physical literacy phase 2 invaders Hammers/woodwork Dough disco Finger gym Yoga/mindfulness Write dance</p>	<p>PE Physical literacy phase 3 - athletics Health week Sports week Dough disco Finger gym Yoga/mindfulness Write dance</p>	<p>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</p>
<p>Literacy Comprehension Word reading Writing</p>	<p>Phonics – input/CP Shared Reading Retelling stories- enormous turnip class related Describing ourselves Rhyme of the week</p>	<p>Phonics – input/CP Shared Reading Story sequencing goldilocks and the three bears Describe owls Diwali poems</p>	<p>Phonics – input/CP Shared Reading Non-fictions captions and sentences of arctic animals Description from diamonds in the sky</p>	<p>Phonics – input/CP Shared Reading Pie Corbett hungry caterpillar Non fiction animal work</p>	<p>Phonics – input/CP Shared Reading Story sequencing – Jack and the beanstalk Animal poetry Dragon description through</p>	<p>Phonics – input/CP Shared Reading Superhero writing through drawing den Simple stories with a plan Speech bubbles Comic strips Describing elves/fairies</p>	<p>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</p>

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							simple phrases and sentences that can be read by others.
Mathematics Number Numerical patterns	Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Sorting by colour Comparing and matching patterns	Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Comparing size/ordering by size Shape	Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Weight & Capacity	Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Positional language Repeating pattern	Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Time Days of the week Shape	Place value Equality Subitising Number bonds Calculation Representing numbers Number patterns Money, coins Directions/rotations Symmetry	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.
UW Past and present People, culture and communities	Changes over time/myself my family Autumn Harvest festival Family traditions Homes	My home and family traditions Owl life cycle – birds Night/day – nocturnal animals Light and dark – comparing light sources & making simple circuits to light bulb Christmas Diwali Space/planets astronauts	Arctic-comparison between there and home Animals living in cold place Ice experiments Winter – melting and freezing	How plants grow Where food comes from – link back to harvest Easter Spring Minibeasts Animals living in hot places/ Animal life cycles	Growing beanstalks Castles – why do we have them? Dinosaurs – fossils Dragons – touch on reptiles Healthy Me-nurse and dentist Seasonal change – summer	Real life superheroes in our community – who helps us? Why? How can we help the community? City and town comparison Healthy eating – food around the world	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>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>Sculptures/clay /Diwali diva lamps</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>Eric Carl- collage</p>  <p>Transient art</p> <p>Split pin joint moving minibeasts Building bug hotels</p>	 <p>Sketching characters (inspired by TSGIT)</p> <p>Growing beanstalk moving picture</p>	<p>Whole school art week</p>	