

## LONG TERM PLAN FOUNDATION STAGE (Nursery) 2017-18

**PERSONALISED LEARNING: CHILDREN ARE INVOLVED IN ALL ASPECTS OF PLANNING THEREFORE THIS IS A WORKING DOCUMENT WITH CHANGES SUBJECT TO CHILDREN'S INTERESTS**

Term	AUTUMN TERM FIRST	AUTUMN TERM SECOND	SPRING TERM FIRST	SPRING TERM SECOND	SUMMER TERM FIRST	SUMMER TERM SECOND
Topic:	Settling into Nursery Harvest and Autumn	Fireworks Nursery Rhymes Christmas and Winter	Pets Superheroes	Farms and farming Easter and Spring	People who help us	Dinosaurs Minibeasts Starting School
Role Play	Home Corner	Home Corner Santa's workshop	Home Corner Vets Fire station/ Hospital	Home Corner Farmyard	Home Corner Shop	Home Corner School
<b>PRIME AREAS</b>						
<u>PSED</u>  <b>Making relationships</b> <b>Self Confidence and self awareness</b> <b>Managing feelings &amp; behaviour</b>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to their needs and feelings, and form positive relationships with adults and other children.					
	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.					
	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.					
<u>Communication &amp; Language</u>  <b>Listening &amp; attention</b> <b>Understanding</b> <b>Speaking</b>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.					
	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.					
	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.					
<u>Physical Development</u>  <b>Moving &amp; handling</b> <b>Health &amp; self care</b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.					
	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.					

## Specific Areas

<b><u>Literacy</u></b>  <b>Reading</b> <b>Writing</b>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.					
	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.					
	Name writing - Card making - Stories, Religious text and Information texts from other cultures. - Different script and languages. - Card making -Poems and Rhyme -Labels and captions. - Non-Fiction texts and computers - how information can be found to answer questions. -Lists - Recipes - Card making - Authors and illustrators. - Construction of a story, including, blurb, title, elements of story, characters and sequence of events. Opportunities through play and adult directed activities for children to;  Letters and Sounds (Phase 1, 2 and 3), Poetry, Rhymes, Alliteration, non-fiction texts. Writing for a sense of purpose; making books, posters, recipes, lists, cards, letters, labels and captions. Mark making, name writing and hand writing. Extending their vocabulary through a range of experiences, speaking and listening in small and larger groups.					
<b><u>Mathematics</u></b>  <b>Numbers</b> <b>Shape, Space &amp; measures</b>	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.					
	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.					
<b><u>Understanding the World</u></b>  <b>People &amp; Communities</b>  <b>The world</b> <b>Technology</b>	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.					
	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.					
	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.					
<b><u>Expressive Arts &amp; Design</u></b> <b>Exploring &amp; using media and materials</b> <b>Being imaginative</b>	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					
<b>Celebrations and events</b>	<b>Harvest Festival</b>	<b>Christmas Party</b> <b>Christmas Performance</b>		<b>Easter concert</b>	<b>Nursery Assembly</b>	<b>Music Assembly</b> <b>Sports day</b>