

FS1 Long Term 24-25



Children in the Foundation Stage will explore themes but will the year. This is reflected in the medium term and weekly plans.

also follow child initiated and curiosity driven ideas throughout

| Term | Autumn | Spring | Summer |
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| Potential Learning Themes, these develop over the year. | <p>'Myself' Diwali</p> <p>Autumn Christmas Celebrations</p> <p>Winter Artic World</p> | <p>Chinese New Year</p> <p>People Who Help Us</p> <p>Plants and life cycles</p> <p>Easter</p> <p>Spring and New Life</p> | <p>Minibeasts</p> <p>Seasonal change- summer</p> <p>Animals and habitats</p> <p>Science week STEM</p> |
| Communication and language 3-4 years olds | <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Developing ability to pay attention to more than one thing at a time</p> <p>Use a wider range of vocabulary Understand a question or instruction that has two parts Understand 'why' questions</p> <p>Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Develop communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for ran 'swimmed' for swam. Develop their pronunciation of sounds over the year but may continue to have some problems with this.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play</p> | | |
| Personal, Social and Emotional development | <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important without an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling. To be able to take turns with others and share playing alongside other children-cooperatively.</p> | | |

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| Physical development | <p>Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> |
| Literacy | <p>Understand the five key concepts about print: - print has meaning. - print can have different purposes. - we read English text from left to right and from top to bottom. - the names of the different parts of a book. page sequencing. Develop their phonological awareness, so that they can: - spot and suggest. Engage in extended conversations about stories, learning new vocabulary. rhymes. - count or clap syllables in a word. - recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all their name. Write some letters accurately.</p> <p>Phonics- Letters and sounds phase 1 Phase One activities concentrate on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. They include developing environmental, instrumental, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.</p> |
| Mathematics | <p>Fast recognition of up to 3 objects, without having to count them individually [subitising] Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total [cardinal principle] Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match a numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than' Talk about and explore 2D and 3D shapes [circles, rectangles, triangles, and cuboids] Using informal and mathematical language: Sides Corners Straight Flat Round. Understand position through words alone – the bag is under the table. With no pointing. Describe a familiar route. Discuss routes and locations using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight, and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc Talk about and identifies the patterns around them. For example: stripes on clothes, design on rugs, wallpaper Use informal language like 'pointy' spotty' 'blobs' Extend and create ABAB patterns, sticks, leaf, stick, leaf Notice and correct an error in repeating pattern. Begin to describe a sequence of events real or fictional using words such as first, then</p> |
| Understanding the World | <p>Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> |

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| Expressive Arts and Design | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape. (moving melody, such as up) and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> |
| PSHE Character values | <p>Over the year and in our daily activities, we will explore health and well-being, nurturing mental health through understanding how growth and change affect us. They will have a deeper understanding of what is needed to keep them safe and well.</p> <p>Understanding the importance of being respectful, brave, caring, grateful, fair, honest and responsible through our character values.</p> |
| RE | <p>RE in FS1 sits within the areas of personal, social and emotional development and understanding the world. Our curriculum enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. Elf class will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community, this will link in very closely to our work on character values. Elf class will have the opportunity to develop their emerging moral and cultural awareness through charity events like Make a Wish. We will explore special places by visiting the chapel and celebrate their own special days being part of the SHAPE community and enjoying caring for our natural world around us.</p> <p>Themes include: Myself, My senses, Special times and Celebrations, People Who Help Us, Friendship and Belonging, Our Community, Special Books, stories and the Natural World.</p> |