



Hall Green Primary School

‘Foundation Stage’ Thematic Long Term Plan 2014/15 Cycle A

**Playing and Exploring, Active Learning, Creating and Thinking
Critically/ Support Children’s learning across all areas.**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and my school. (N) Colour Why is it good to be me? Nursery What is in a rainbow?	Space and Shape Christmas What would it be like to live in space?	Fairy Tales/ Nursery Rhymes What would it be like to be a character from a story/ nursery rhyme?	Animals /Mini Beasts Noah’s Ark Springtime + Easter celebrations Where do all the mini beasts go? What animals would you choose to go on a boat trip with you?	Toys Nursery Focus on Teddies Reception Focus Forces Why are teddies so special? If you were a Toy maker what would you make?	Pattern How did the leopard lose his spots?

Prime Area’s

Personal Social & Emotional Development (ECM)	New beginnings Setting routines – adjusting to new routines. To understand that we have rules in class and breaking these rules will have consequences. Playing co-operatively. Lola Be healthy	Good to be me Special days. Sharing Being sensitive to others Anti-bullying week Lola Stay safe	Getting on And falling out Forming positive relationships with adults and other children. Lola Enjoy and Achieve	Going for goals Lola Trying new activities/ ideas. Confident to talk about own ideas and ask for help. Positive cont.	Relationship s Lola Taking turns with others, showing sensitivity To know some behaviour is unacceptable . Economic achieve wellbeing	Changes Lola
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Physical Development :	Health To begin to know the importance of a healthy diet/ physical exercise. Manage personal hygiene – dressing/ toilet Large apparatus Outdoor equipment	Gross/ Fine motor Developing control in large and small movement. Using tools and equipment effectively e.g. pencil, scissors Large apparatus Outdoor equipment	Development of Gross/ <u>Fine motor</u> Holding a pencil to form letters correctly. To copy letters from name. Showing increasing control over their bodies, including spacial awareness.	Going for goals Lola Trying new activities/ ideas. Confident to talk about own ideas and ask for help. Positive cont.	Relationships Lola Taking turns with others, showing sensitivity To know some behaviour is unacceptable Economic achieve wellbeing	Changes Lola
	Physical Development : Write Dance.	Health To begin to know the importance of a healthy diet/ physical exercise. Manage personal hygiene – dressing/ toilet Large apparatus Outdoor equipment	Gross/ Fine motor Developing control in large and small movement. Using tools and equipment effectively e.g. pencil, scissors Large apparatus Outdoor equipment	Development of Gross/ <u>Fine motor</u> Holding a pencil to form letters correctly. To copy letters from name. Showing increasing control over their bodies, including spacial awareness.		
Rec only P.E Subject to change due to new sports intervention	Rules, Introduction to hall, getting dressed undressed, places we can't go, safety. Basic warm up, body parts, listening to instructions, pumps on correct feet, stopping and starting.	Games	Dance	Games	Dance	Athletics/sp orts Team games Sports day
Communication and Language	Attentively listening to stories. To follow instructions. Expressing themselves and listening to others.		Respond to what they hear with relevant comments/ actions. Develop their own narratives and explanations.		Can answer 'how and 'why' questions about their experiences. (Stories/ events.) Use past, present forms when talking accurately.	
Role play	Outdoor Ideas: Hair dressers fruit and veg shop, construction area, holiday shop, three bears, pigs, ginger, pet shop, Noah's ark, flower, farm shop, toy shop, hospital .					

Welcomm screening and intervention/ planning to meet children's individual needs depending on the outcome.

Specific Area's

Reading Nursery	Book handling	 Suggest how stories are constructed. (Fiction and non-fiction.) Joins in with repeated refrains.	To talk about main characters, settings and events. Suggest how a story may end. Recognise rhythm in spoken words
Library	Listen and join in with stories 1-1 and also in small groups Joins in with rhythmic and rhyming activities.		

SALLEY and phase 1 Letters and Sounds.

Reception Library	Hears and says initial sounds in words. Links sounds to letters, naming and sounding the letters of the alphabet. Retell favourite stories by talking and through role-play. Sings songs and rhymes.	To read some common irregular words. Links sounds to letters, naming and sounding the letters of the alphabet. To talk about main characters, settings and events.	Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read. Clearly understand that information can be retrieved from books and computers.
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Phase 1, 2, 3 Letters and Sounds.

Large Role-play room:
1 Book are important.

Reading 1-1 and guided reading, following school colour scheme

Writing Nursery	Begin to make marks with paints, pencils, crayons.	Gives meaning to marks that they make.	Gives meanings to marks they see in other places. To hear and say the initial sounds in words.
Writing Reception	Begin to make marks with paints, pencils, crayons. Name writing. To hear and say the initial sounds in words.	Represents some sounds correctly and in sequence. Gives meaning to marks that they make.	To write short sentences which can be read be themselves and others. (Some words spelt correctly and others are phonetically

					plausible.)	
Mathematics Number Nursery	Sorting & matching Colour recognition Number songs & rhymes Counting 1- 10 (reciting) Addition/Subtr action in rhymes and games	Shape & space, Positional language, Introduction to 2D & 3D shapes. Simple addition Simple subtraction Number Ted	Number recognition and Number value 1-3 1-5 1-10 1 more 1 less Number Ted	Number recognition and Number value 1-5 1-10 1 more 1 less Number Ted	Number measures: Capacity Length Weight Directional Language Problem solving /Logic Before after 1-10 Number Ted	Number Problems Simple patterns , Sequencing Problem solving /Logic Before after 1-10 Differences in quantity (compare 2 sets) Number Ted
Mathematics Number Reception Number	Eye / hair colour/ colour recognition. Sorting & matching by colour/ one property Counting everyday objects to 3/ 6/ 10 Number songs & rhymes Addition/ subtraction in rhymes & games Differences in quantity (compare 2 sets)	Ordering objects: 1-5, Order a given set of numbers Counting forwards and backwards to twenty. Recognise numerals 12345 Addition as combining 2 groups Simple subtraction in rhymes and games	Measure: Full & Empty Compare 2 quantities. Order numbers 1-5, 1-10, 1-20 Write numbers to 5/ 10 Comparing numbers more/ less Add by combining 2 sets Add by counting on Estimate and predict: How many strides to cross the room?	Read & write & order numbers to 20 Weather charts/graphs More than' numbers 'Less than' numbers: To 5/15	Read, write & order numbers to 20 Correct numeral formation Record using marks they can explain. Number Problems Logic problems More than' numbers 'Less than' numbers: To 10/20 Adding and subtracting two digit numbers.	Eye / hair colour /colour recognition. Sorting & matching by colour/ one property Counting everyday objects to 3/ 6/ 10 Number songs & rhymes Problem solving/ logic based on own experiences . Including doubling, halving and sharing. 'Next door' numbers Before & after numbers to 20

<p>Mathematics</p> <p>Shape, Space and Measure.</p>	<p>Shape patterns, shapes in the environment.</p> <p>To describe the shape of objects. E.g. tall, round etc.</p>	<p>Heavier/lighter</p> <p>Longer/shorter</p> <p>Create simple patterns</p> <p>Basic 2D shapes and their properties Circle Triangle Rectangle Square</p> <p>Shape pictures</p>	<p>Order by size</p> <p>Introduce 3D shapes cube cylinder cuboid sphere (vocabulary and simple properties)</p> <p>Beginning to use everyday language related to money.</p>	<p>Positional language</p> <p>Length using non-standard measure</p> <p>Time: Day/night/sequences Sand- timers</p>	<p>Direction maps</p> <p>Balancing measure weighing non-standard measures Balancing Weighs the same</p>	<p>Shape patterns, shapes in the environment.</p> <p>To describe the shape of objects. E.g. tall, round etc.</p>
<p>Understanding The World</p>	<p>What I enjoy, my family. (Past and present.)</p> <p>Remembers and talks about significant events in their own experiences.</p> <p>When I was a baby</p> <p>Recognises and describes special times or events</p> <p>Name body parts Simon Says. Mirrors: looking at facial features Eye/ hair colour</p> <p>Differences & similarities – Comments and asks questions about where they live and</p>	<p>What Ever Next (see Hamilton trust)</p> <p>Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family</p> <p>Space box - torches, figures ect Healthy meal for spaceman</p> <p>Comments and asks questions about where they live and the natural world.</p> <p>What would it be like to live in space?.</p>	<p>Talks about why things happen and how things work.</p> <p>Exploring materials through stories. Bricks/ straw/ sticks. Construction sets. Making gingerbread men.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Sequencing stories. Own lives.</p> <p>What would it be like to be a character from a story/ nursery rhyme?</p>	<p>Shows care and concern for living things in the environment Growing caterpillars: Butterfly farm.</p> <p>Sequence life cycles: caterpillar to butterfly. Egg to chick. Tadpole to frog. (Changes.)</p> <p>Can talk about some of the things they have observed such as plants animals and natural found objects.</p> <p>Naming/ recognising farm/ zoo animals.</p> <p>Mothers & babies.</p>	<p>.Why are teddies so special?</p> <p>If you were a Toy maker what would you make? Texture of different materials wood plastic etc</p> <p>Junk model making – design and explain</p> <p>Looking at push and pull toys</p> <p>Old and new toys.</p> <p>Electrical/programmable toys.</p>	<p>Animal patterns Clothes</p> <p>Repeated patterns</p> <p>Materials Texture</p> <p>Designing own wall paper</p> <p>Mark making</p> <p>Patterns around us – (outside) leaves, flowers, bricks</p>

	<p>the natural world.</p> <p>Shows an interest in different occupations and ways of life.</p> <p>Birthdays, weddings, cultural celebrations.</p>	<p>Look at planets that make up the Solar System</p> <p>Christmas Nativity Diwali</p>		<p>Outdoor environment. Where do all the mini beasts go?</p> <p>What animals would you choose to go on a boat trip with you?</p>		
Technology	<p>Introduction to equipment, C.D player, remote control, computer.</p> <p>*Intro to computer suite. (Rec. only)</p>	<p>Planning from new - Switched on ICT programme.</p> <p>Recognise & name different computer parts.</p> <p>Complete a simple program. Mouse control. Left click & drag. Fill. Erase.</p> <p>Interactive whiteboard to be used across the 6 strands. On-going in classrooms: Use of tape-recorders, electronic tills, play calculators, telephones. Roamer and programmable toys.</p> <p>Use Education city for plenary and introduction. Use of Openhive for home links.</p>			<p>Select and use technology for a particular purpose. E.g. torches, roamer delivering things, CBeebies for finding information.</p>	
RE	<p>Harvest Festival Creation</p>	<p>Celebrations Welcoming a new baby What does it mean to belong? Christmas Story Why was Jesus a special baby? Diwali</p>	<p>Sharing Being sensitive to others and their wishes.</p>	<p>Easter Story What is Easter? Why do we have Easter?</p> <p>Nursery Noah's Ark</p>	<p>Places of worship Church Mosque Have you ever been? Differences & similarities – Comments and asks questions</p>	

<p>Creative Development</p> <p>Art</p> <p>Subject to change due to extra sessions. (PPA)</p> <p>(D&T) Music</p>	<p>Introduction to area (indoor and out) and tools. Make a line: Thick/thin pens</p> <p>Self-portrait Lines on hands Lines on Autumn leaves (sketchbooks)</p> <p>Make a body puppet</p> <p>Uses available resources to create props during role-play.</p> <p>Notices what adults do in the setting and copy this spontaneously in their play.</p> <p>Builds a repertoire of songs and dance/explore different sounds of instruments.</p> <p>Creates movement in response to music.</p> <p>Joining in with singing and simple dances: Heads, shoulders knees & Toes. I've got a body.</p>	<p>Bonfire patterns</p> <p>Christmas collage</p> <p>Christmas cards Calendars</p> <p>Experiment to create textures. Exploring colours and Paint mixing pearlescent Red/yellow/ Blue/red</p> <p>Engages in imaginative role-play based on own first hand experiences. Uses available props to support role-play.</p> <p>Clapping rhythm & beat</p> <p>Christmas songs & production</p>	<p>Explore Collage/texture through collage</p> <p>Use various construction materials (for a purpose) For example: Make houses for the 3 Little Pigs</p> <p>Plays co-operatively as part of a group to develop and act out a narrative.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Drama movement & music to act out stories, using toys, books or puppets Exploring the sounds of musical instruments.</p>	<p>Uses simple tools and techniques competently and appropriately</p> <p>Easter baskets</p> <p>Easter cards</p> <p>Egg box caterpillars</p> <p>Easter bonnet songs</p> <p>Engage in imaginative role-play based on observations of mini-beasts/ animals.</p> <p>Exploring non-tuned Percussion instruments.</p> <p>Chooses colours for a particular purpose and explore what happens when they mix colours.</p>	<p>Selects and uses tools and techniques need to shape assemble and join materials.</p> <p>Understand that materials can be used to create new and different effects.</p> <p>Creating different settings according to weather, eg – snow scene, desert, rain forest.</p>	<p>Explore and create different sounds using music.</p> <p>Children sing songs, make music and dance and experiment with ways of changing them.</p> <p>Introduce children to a wide range of music. (Story sack.)</p> <p>Plays together to create stories.</p> <p>Children use what they have learnt about media and materials in original ways thinking about uses and purposes.</p>
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