



## Hall Green Primary School

# ‘Foundation Stage’ Thematic Long Term Plan 2015/16 Cycle B

**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	R All about Me and My School (N) Colour	All about me 2 – my senses Healthy eating (2 Weeks)  Christmas	Traditional Tales	Life Cycles/flowers/plants (Hamilton pattern pack) Springtime & Easter celebrations	The Weather	Dinosaurs

### Prime Area’s

<b>Personal Social &amp; Emotional Development</b>  (ECM)	<p>New beginnings</p> <p>Setting routines – adjusting to new routines.</p> <p>To understand that we have rules in class and breaking these rules will have consequences.</p> <p>Playing co-operatively.</p> <p>Be healthy</p>	<p>Good to be me</p> <p>Special days. Sharing Being sensitive to others</p> <p>Anti-bullying week (TBC)</p> <p>Stay safe</p>	<p>Getting on And falling out</p> <p>Forming positive relationships with adults and other children.</p> <p>Enjoy and Achieve</p>	<p>Going for goals</p> <p>Trying new activities/ ideas. Confident to talk about own ideas and ask for help.</p> <p>Positive cont.</p>	<p>Relationships</p> <p>Taking turns with others, showing sensitivity</p> <p>To know some behaviour is unacceptable</p> <p>Economic achieve wellbeing</p>	Changes
<b>Physical Development</b>	<p>Health</p> <p>To begin to know the importance of a healthy diet/ physical exercise.</p> <p>Manage personal hygiene –</p>		<p>Gross/ Fine motor</p> <p>Developing control in large and small movement.</p> <p>Using tools and equipment effectively e.g. pencil,</p>		<p>Development of Gross/<u>Fine motor</u></p> <p>Holding a pencil to form letters correctly. To copy letters from name.</p>	

	<p>dressing/ toilet</p> <p>Large apparatus Outdoor equipment</p>	<p>scissors</p> <p>Large apparatus Outdoor equipment</p>	<p>Showing increasing control over their bodies, including spacial awareness.</p>			
<p><b>Rec only P.E</b></p> <p><b>Subject to change due to new sports intervention</b></p>	<p>Rules, Introduction to hall, getting dressed undressed, places we can can't go, safety. Basic warm up, body parts, listening to instructions, pumps on correct feet, stopping and starting.</p>	<p>Games</p>	<p>Dance</p>	<p>Games</p>	<p>Dance</p>	<p>Athletics/sp orts Team games Sports day</p>
<p><b>Communication and Language</b></p>	<p>Attentively listening to stories.</p> <p>To follow instructions.</p> <p>Expressing themselves and listening to others.</p>	<p>Respond to what they hear with relevant comments/ actions.</p> <p>Develop their own narratives and explanations.</p>		<p>Can answer 'how and 'why' questions about their experiences. (Stories/ events.)</p> <p>Use past, present forms when talking accurately.</p>		
<p><b>Role play</b></p>	<p>Outdoor Ideas: fruit and veg shop, construction shop, holiday shop, three bears, pigs, ginger, pet shop, Noah's ark, flower, farm shop, toy shop, hospital .</p> <p>*These may be altered due to move/ new build constraints.</p>					

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

## Specific Area's

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

SALLEY and phase 1/ 2 Letters and Sounds.

<p><b>Reception</b></p> <p><b>Library</b></p>	<p>Hears and says initial sounds in words.</p> <p>Links sounds to letters, naming and sounding the letters of the</p>	<p>To read some common irregular words.</p> <p>Links sounds to letters,</p>	<p>Read and understand simple sentences.</p> <p>Demonstrate understanding when talking with others</p>
---	---	---	--

	<p>alphabet.</p> <p>Retell favourite stories by talking and through role-play.</p> <p>Sings songs and rhymes.</p>	<p>naming and sounding the letters of the alphabet.</p> <p>To talk about main characters, settings and events.</p>	<p>about what they have read.</p> <p>Clearly understand that information can be retrieved from books and computers.</p>
--	---	--	---

Phase 1, 2, 3, 4 Letters and Sounds.

**Large Role-play room:**

1. Holiday shop.
2. Castle and gardens
3. Museum – (facts and information)

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

<b>Writing Nursery</b>	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.	
<b>Writing Reception</b>	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 by themselves and others. (Some words spelt correctly and others are phonetically plausible.)	
<b>Mathematics Number Nursery</b>	<p>Sorting &amp; matching Colour recognition Number songs &amp; rhymes Counting 1- 10 (reciting)</p> <p>Addition/Subtraction in rhymes and games</p>	<p>Shape &amp; space, Positional language, Introduction to 2D &amp; 3D shapes.</p> <p>Simple addition Simple subtraction</p> <p><b>Number Ted</b></p>	<p>Number recognition and Number value 1-3 1-5 1-10</p> <p>1 more 1 less</p> <p><b>Number Ted</b></p>	<p>Number recognition and Number value 1-5 1-10</p> <p>1 more 1 less</p> <p><b>Number Ted</b></p>	<p>Number measures: Capacity Length Weight Directional Language</p> <p>Problem solving /Logic Before after 1-10</p> <p><b>Number Ted</b></p>	<p>Number Problems Simple patterns , Sequencing</p> <p>Problem solving /Logic Before after 1-10</p> <p>Differences in quantity (compare 2 sets) <b>Number Ted</b></p>
<b>Lightening Maths</b>	To sing simple number songs To count jumps To count claps		To sing simple number songs To count in order to 10 To count in order to 5		To count in order to 20 To count in order to 10 To count in order to 5	
<b>Mathematics</b>	Eye / hair colour/ colour	Ordering objects: 1-5,	Measure: Full & Empty	Read & write	Read, write &	Eye / hair colour

<b>Number Reception</b>  <b>Number</b>	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)	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	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?	& order numbers to 20  Weather charts/graphs  More than' numbers 'Less than' numbers: To 5/15	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.	/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
<b>Lightening Maths</b>	To count in order to 20 To count backwards from 10 To count in order to ten		To count in order to 30 To count in tens to 100 To count in two's to 10		To count in order to 40 To count in two's to 20 To count in tens to 100	
<b>Mathematics</b>  <b>Shape, Space and Measure.</b>	Shape patterns, shapes in the environment.  To describe the shape of objects. E.g. tall, round etc.	Heavier/ lighter  Longer/ shorter  Create simple patterns  Basic 2D shapes and their properties Circle Triangle Rectangle Square  Shape	Order by size  Introduce 3D shapes cube cylinder cuboid sphere (vocabulary and simple properties)  Beginning to use everyday language related to money.	Positional language  Length using non-standard measure  Time: Day/ night/ sequences Sand- timers	Direction maps  Balancing measure weighing non-standard measures Balancing Weighs the same  3D shapes, properties / associated language.	Shape patterns, shapes in the environment.  To describe the shape of objects. E.g. tall, round etc.  3D shapes, properties / associated language.

		pictures				
<b>Understanding The World</b>	<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 &amp; similarities – Comments and asks questions about where they live and the natural world.</p> <p>Shows an interest in different occupations and ways of life.</p> <p>Birthdays, weddings, cultural celebrations.</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>What can I: see, hear, smell, and touch?</p> <p>Comments and asks questions about where they live and the natural world.</p> <p>Sound: Making shakers</p> <p>Describing sounds we hear.</p> <p>Healthy food printing. What is healthy?)</p> <p>What does healthy food do for us?</p> <p>Nativity Diwali</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. (Past, present, future.)</p>	<p>Developing and understanding of growth, decay and changes overtime.</p> <p>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. Plant a seed.</p> <p>Naming/ recognising farm/ zoo animals.</p> <p>Mothers &amp; babies.</p> <p>Outdoor environment.</p>	<p>Shows care and concern for living things in the environment.</p> <p>Discuss features of their own immediate environment and how environments might vary from one another.</p> <p>The effects of weather on wildlife and living things.</p> <p>How do we adapt to the weather.</p> <p>Weather pictures.</p> <p>Pollution and recycling.</p> <p>Recycle centre.</p> <p>They know about similarities and differences between themselves and others and among family's communities and traditions.</p>	<p>Discuss dinosaurs and how they lived and that they are now extinct.</p> <p>Explore different types of dinosaurs.</p> <p>Show care and concern for things in the environment.</p> <p>Differences, patterns and change.  (Evolution)</p>
<b>Technology</b> <b>IPADS</b>	<p>INTERNET SAFETY.</p> <p>Introduction to equipment.</p>	<p>Planning from - Switched on ICT programme.</p> <p>Recognise &amp; talks about different uses for technology in school/ at home. Describes how technology uses power (electricity.)</p>			<p>Select and use technology for a particular</p>	

	<p>I pads, talking tins, talking pens, beebots, IWB, laptops.</p> <p>*Intro to computer suite. (Rec. only)</p>	<p>Complete a simple program. Mouse control. Left click &amp; drag. Fill. Erase.</p> <p>Interactive whiteboard to be used across the 6 strands. On-going in classrooms/ outdoor: Use of tape-recorders, electronic tills, play calculators, telephones, cameras. Beebots and programmable toys.</p> <p>Use Education city for plenary and introduction. Use of Openhive for home links.</p>			<p>purpose. E.g. torches, CBeebies for finding information.</p>	
<p><b>Creative Development</b></p> <p>Art</p> <p>(D&amp;T)</p> <p>Music</p>	<p>Introduction to area (indoor and out) and tools. Make a line: Thick/thin pens</p> <p>Self-portrait Lines on hands/ hand prints 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,</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 &amp; beat</p> <p>Christmas songs &amp; 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 &amp; 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>

	shoulders knees & Toes. I've got a body.					
--	---	--	--	--	--	--