
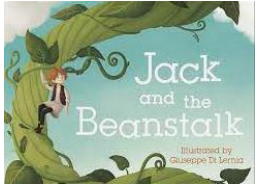


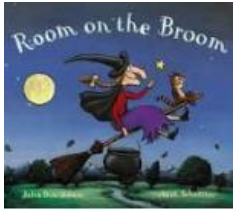

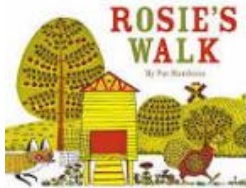
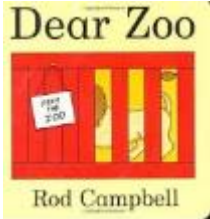
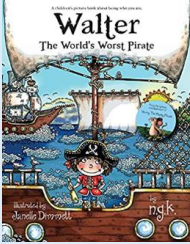
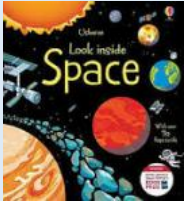
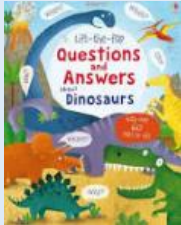
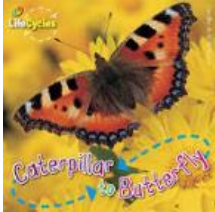

<b>Welton Primary School Long Term Plan 2021/22</b>		<b>Year Group: Foundation Stage</b>		<b>Class Teachers: Miss Brash Mrs Jones</b>		
---	--	-------------------------------------	--	---	--	--

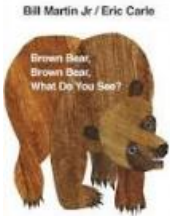


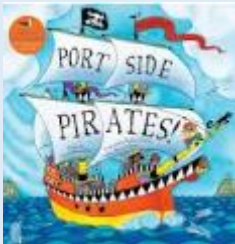
Throughout all learning, the Foundation Team will ensure activities and interactions support the **Characteristics of Learning:**

**Playing and exploring – engagement:** Finding out and exploring;  
**Playing with what they know;** Being willing to ‘have a go’  
**Active learning – motivation:** Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do  
**Creating and thinking critically;** Having their own ideas; Making links; Choosing ways to do things

<b>Subject</b>	<b>Autumn 1: Into the woods (Autumn)</b>	<b>Autumn 2: To Infinity and Beyond (Space, Colour and Light)</b>	<b>Spring 1: A Magical Land (Frozen, fairies, dragons and Knights)</b>	<b>Spring 2: Stomp, Stomp, Roar! Here Come the Dinosaurs! (Spring)</b>	<b>Summer 1: Fee-Fi-Fo-Fum! All Creatures Great and Small (Jack and the Beanstalk/growing/ animals)</b>	<b>Summer 2: Into the Deep Blue Sea (Pirates, Under the sea)</b>
----------------	--	---	--	--	---	--

<b>English Core Stories</b>	 <b>We're Going on a Bear Hunt</b> Author: Michael Rosen	 <b>Whatever Next!</b> Author: Jill Murphy	 <b>Freddie and the Fairy</b> Author: Julia Donaldson	 <b>Harry and the Bucketful of Dinosaurs</b> Author: Ian Whybrow	 <b>The Very Hungry Caterpillar</b> Author: Eric Carle	 <b>The Snail and the Whale</b> Author: Julia Donaldson
	 <b>The Gruffalo</b> Author: Julia Donaldson	 <b>But Martin!</b> Author: June Counsel	 <b>Dragon Post</b> Author: Emma Yarlett	 <b>Dear Dinosaur</b> Author: Chae Strathie	 <b>Jack and the Beanstalk</b>	 <b>The Night Pirates</b> Author: Peter Harris
	 <b>Bears</b>	 <b>The Gingerbread Man</b>			 <b>Monkey Puzzle</b>	 <b>The fish who could wish</b> Author: John Bush

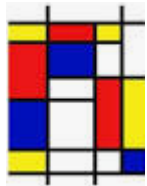





	 <p><b>Room on the Broom</b> Author: Julia Donaldson</p>	<p><b>The Gingerbread Man</b></p>		 <p><b>How To Look After Your Dinosaur</b> Author: Jason Cockcroft</p>  <p><b>Dinosaur ROAR!</b> Author: Henrietta Stickland and Paul Stickland</p>	<p><b>Monkey Puzzle</b> Author: Julia Donaldson</p>  <p><b>Rosie's Walk</b> Author: Pat Hutchins</p>  <p><b>Dear Zoo</b> Author: Rod Campbell</p>	 <p><b>Walter The World's Worst Pirate</b> Author: N.G.K</p>
<p><b>English Core Information texts</b></p>		<p><b>Space</b></p> 		<p><b>Dinosaur facts</b></p> 	<p><b>Caterpillar to Butterfly fact books</b></p> 	<p><b>The Big book of blue</b> Author: Yuval Zommer</p> 

<p><b>Core Rhymes and Poetry</b></p>	<p><b>Traditional/popular Nursery rhymes.</b></p>  <p><b>Brown Bear, Brow Bear, What do you see?</b> Author: Eric Carle</p>	<p><b>Rhymes linked to topic</b></p>  <p><b>Oi! collection of books</b> Author: Kes Gray</p>	<p><b>Rhymes linked to topic</b></p>	<p><b>Rhymes linked to topic</b></p>	<p><b>Rhymes linked to topic</b></p>  <p><b>The Animal Boogie</b> Barefoot Books</p>	<p><b>Rhymes linked to topic</b></p>  <p><b>Portside Pirates</b> Barefoot books</p>
<p><b>Author boxes</b></p>	<p><b>Jill Murphy</b></p>	<p><b>Oliver Jeffers</b></p>	<p><b>Julia Donaldson</b></p>	<p><b>Mick Inkpen and Nick Sharratt</b></p>	<p><b>Eric Carle</b></p>	<p><b>Sue Hendra</b></p>
<p><b>Phonics</b></p>	<p><b>Phase 2 Graphemes New Tricky Words</b></p>	<p><b>Phase 2 Graphemes New Tricky Words</b></p>	<p><b>Phase 3 Graphemes New Tricky Words</b></p>	<p><b>Phase 3 Graphemes Revise all Tricky Words taught so far Secure spelling</b></p>	<p><b>Phase 4 Graphemes New Tricky Words</b></p>	<p><b>Phase 4 Graphemes Revise all Tricky Words taught so far Secure spelling</b></p>
<p><i>For the detailed programme overview showing the progression of phonics teaching and tricky words visit the Reading tab under Curriculum on the website.</i></p>						
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>-Exploring patterns</li> <li>-Pencil control</li> <li>-Writing our name with letter formation</li> <li>-Initial sounds in words</li> <li>-Unjumbling, building and writing CVC words</li> <li>- Handwriting</li> <li>- Exploring rhyming</li> </ul> <p>Mark making exploration through a range of sensory experiences</p>	<ul style="list-style-type: none"> <li>-Writing CVC words</li> <li>-Writing tricky words</li> <li>-Writing simple sentences with CVC words.</li> <li>-Handwriting</li> <li>- Exploring rhyming</li> </ul> <p>Mark making/pencil control exploration through a range of sensory experiences</p>	<ul style="list-style-type: none"> <li>-Writing words using phase 3 graphemes</li> <li>-Writing Phase 3 tricky words</li> <li>- Writing simple sentences with phase 3 sounds</li> <li>-Handwriting</li> </ul> <p>Writing for a range of purposes (notes/letters/cards/invitations/labels...)</p>	<ul style="list-style-type: none"> <li>-Consolidate phonics learnt so far to write</li> <li>-Handwriting</li> </ul> <p>Writing for a range of purposes (notes/letters/cards/invitations/labels...)</p> <ul style="list-style-type: none"> <li>-Re-telling key stories through uses of props and story maps</li> <li>- Innovating key stories and story maps</li> </ul>	<ul style="list-style-type: none"> <li>-Writing words using phase 4 graphemes</li> <li>-Writing Phase 4 tricky words</li> <li>- Writing sentences with phase 4 phonics.</li> <li>-Handwriting</li> </ul> <p>Writing for a range of purposes (notes/letters/cards/invitations/labels...)</p> <p>Exploring story writing</p>	<ul style="list-style-type: none"> <li>- Writing words using phase 4 graphemes</li> <li>-Writing Phase 4 tricky words</li> <li>- Writing sentences with phase 4 phonics.</li> <li>-Handwriting</li> </ul> <p>Writing for a range of purposes (notes/letters/cards/invitations/labels...)</p> <p>Exploring story writing</p>

	-Re-telling key stories through uses of props and story maps	Writing for a range of purposes (notes/letters/cards/ invitations/labels...)  -Re-telling key stories through uses of props and story maps  -Orally Innovating key stories and story maps	-Re-telling key stories through uses of props and story maps  -Orally Innovating key stories and story maps		-Re-telling key stories through uses of props and story maps  - Innovating key stories and story maps	-Re-telling key stories through uses of props and story maps  - Innovating key stories and story maps
<b>C and L</b>	Engage in story times Sharing news Talk for listening Listen and respond to others in small groups listen and join in with repeating rhymes and stories Follow directions Learn new vocab Describe the main things that happen in a story Introduce a story line or narrative into their play Taking turns in conversations	Respond to two part instructions Connect one idea to another using a connective Listen and do Maintain concentration and sit quietly Asking a relevant question Learning lines for play Engage in non-fiction books Articulate their ideas and thoughts in well formed sentences	Respond to instructions involving a two-part sequence Follow story without pictures or props Listen and respond to others in conversations Posing own questions. Ask questions to find out more. Listen to and talk about stories to build familiarity Learn rhymes, poems and songs Describe events in some detail. Use talk to help work out problems and organise	Listening and then expanding on an idea Planning actions out loud Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Listen and respond to the ideas of others Use past, present and future forms accurately Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-andforth exchanges with their teacher and peers. Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary.	Talking about their achievements. Interviewing Year 1 children about life in Year 1. Developing descriptive language in storytelling. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

			thinking and activities				
<b>Maths</b>	Number Studies – 1 & 2 Perceptual Subitising Size Measuring Time	Number Studies – 3 & 4 Perceptual Subitising 2D Shape AB Patterns	Number Studies – 5 & 6 Perceptual Subitising Number Bonds to 5 Weight	Number Studies – 7 & 8 Conceptual Subitising Positional/Directional Language ABC patterns	Number Studies – 9 & 10 Conceptual Subitising Number Bonds to 10 Capacity ABB/ABBC patterns	Numbers Beyond 10 Conceptual Subitising Length/Height Circular/Border Patterns	
	<b>Mastering Number:</b> a daily session of 10 to 15 minutes in addition to their daily maths lesson to develop solid number sense, including fluency and flexibility with number facts,						
<b>Personal, Social and Emotional Development (PSED)</b>	<b>Self-Regulation</b> Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	<b>Self-Regulation</b> Identify and moderate their own feelings socially and emotionally	<b>Self-Regulation</b> Talk with others to solve conflicts	<b>Self-Regulation</b> Show resilience and perseverance in the face of challenge.	<b>Self-Regulation</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.		
	<b>ELG: Managing Self</b> Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day	<b>ELG: Managing Self</b> Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently.	<b>ELG: Managing Self</b> See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed)	<b>ELG: Managing Self</b> Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health	<b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices		
	<b>ELG: Building Relationships</b> Play with one or more other children, extending and elaborating play ideas.	<b>ELG: Building Relationships</b> Begin to understand how others may feel. Express their feelings and consider the feelings of others.	<b>ELG: Building Relationships</b> Help to find solutions to conflicts and rivalries.	<b>ELG: Building Relationships</b> Build constructive and respectful relationships	<b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others’ needs.		
<b>Understanding of the World</b>	Me and My family Baby pictures and discussions of how we have changed	Bonfire Night Remembrance Day Diwali Christmas	New Year Celebrations Winter – seasonal changes	Spring – seasonal changes Fossils Dinosaurs – Omnivores/Carnivors/Herbivores	Minibeasts Animals Life cycles Habitats	Summer – Seasonal Changes Seaside past and present / seaside holidays Map making	

	<p>Growth charts in the classroom          Past and present toys          Autumn hunt – seasonal changes          Harvest          Maps: Local area/ School/Church          Road Safety</p>	<p>Past and present transport (fire engines)          Neil Armstrong  <i>Our planet and it's space in the solar system</i>  <i>Magnetic and non-magnetic</i></p>	<p>Arctic animals and Habitats          Big Garden          Birdwatch - RSPB          David Attenborough          Testing of materials          Ice exploration</p>	<p>Land before time          Environmental changes – our community and creating maps.</p>	<p>Growing EID          Food around the world – food tasting          Where in the world similarities and differences to environments</p>	<p>The sea and environments          Sea creatures and their habitats.          Floating and sinking</p>
<p><b>Physical Development</b></p>	<p><b>Gross Motor:</b>          Zipping up coats          Putting jumpers on and off          Experimenting with different ways of moving: climbing, jumping, crawling, hopping, skipping (obstacle courses – focus on core strength)          Parachute games          Using equipment safely          Moving around safely (lining up and queuing)</p> <p><b>Fine Motor:</b>          Fine motor daily sessions          Dough Disco daily          Show preference for a dominant hand          Pencil grip teaching          Mark making using gross motor skills (lines and circles)          Identifiable pictures</p>	<p><b>Gross Motor:</b>          Throwing and catching ball skills          Using apparatus and equipment safely - rules          Outdoor large construction (crates and planks) – climbing          Balancing games          Mirror me activities          Moving in time to music (Firework dance)          Using equipment safely</p> <p><b>Fine Motor:</b>          Fine motor daily sessions          Dough Disco daily          Develop small motor skills: beginning to apply more pressure on paper to print          Identifiable pictures          Identifiable letters</p>	<p><b>Gross Motor:</b>          Experiment moving in different ways on equipment          Balancing skills          Move confidently, mount and dismount          equipment safely (jump and land safely)          Travel with skill under, over, through and around equipment          Dance related activities - moving to music (linked to topic)</p> <p><b>Fine Motor:</b>          Handle tools, objects, construction and malleable materials with increasing control</p>	<p><b>Gross Motor:</b>          Negotiate space successfully, adjusting speed and changing direction to avoid obstacles          Show increasing control over an object: throwing, catching, kicking, passing, batting, aiming</p> <p><b>Fine Motor:</b>          Cut along a straight line with scissors          Have increasing control when cutting along a curved line          Continue to develop pencil grip and letter formation          Showing care and accuracy when drawing</p>	<p><b>Gross Motor:</b>          Use equipment safely          Develop over-all body strength, co-ordination, balance and agility and apply in a range of activities          Begin to safely use games equipment (hockey sticks and bats)          Start to develop hand eye co-ordination</p> <p><b>Fine Motor:</b>          Handle tools, objects, construction and malleable materials with control          Continue to develop pencil grip and letter formation          Showing care and accuracy when drawing          Good control when using scissors.</p>	<p><b>Gross Motor:</b>          Use core muscle strength to achieve good posture required for sitting at a table to write          Negotiate space and obstacles safely, with consideration for themselves and others;          Demonstrate strength, balance and coordination when playing;          Move energetically and competently when running, jumping, dancing, hopping, skipping and climbing          Sports Day</p> <p><b>Fine Motor:</b>          Handle tools, objects, construction and malleable materials with control</p>

	Identifiable letters		Use scissors Use an effective pencil grip Identifiable and correctly formed letters developing			Form letters correctly (lower case and some capital letters) Good control when using scissors.
<b>PSHE / RHE</b>	<b>Being Me in my World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Expressive Arts and Design</b>	<p>Piet Mondrian 'Composition with yellow, Blue and Red'</p>  <p>Gruffalo Music song and making We're Going on a Bear Hunt music making</p>	<p>Van Gogh 'The Starry Night'</p>  <p>Gustav Holst 'The Planets'</p>	<p>Wassily Kandinsky 'Concentric circles'</p>  <p>Chinese New Year Dragon Dancing and music</p>	<p>Picasso bunch of flowers</p>  <p>Observational drawings and paintings of Daffodils</p>	<p>Henry Matisse</p>  <p>BBC Dance – Let's Move</p>	<p>Andy Warhol</p> <p>Exploring printing and colours</p>  <p>BBC Dance – Let's Move</p>
	<b>Educational Visits / Visitors</b>	<p>Green Door Pre-school Teddy Bears picnic in foundation classroom AM.</p> <p>Walk to the Church</p> <p>*Inclusion sessions with St. Annes</p>	<p>Fire Engine visit/fire station - linked to bonfire night and being safe</p> <p>Whole School Pantomime visit</p> <p>Post box visit to post letters to Santa</p>	<p>*Inclusion sessions with St. Annes</p>	<p>Green Door Pre-school PM session in foundation classroom.</p> <p>Story and sensory craft and provision.</p> <p>*Inclusion sessions with St. Annes</p>	<p>Caterpillars and hatching eggs in school.</p> <p>Purple Pig Farm onsite</p> <p>Austerfield Minibeast and pond dipping</p> <p>*Inclusion sessions with St. Annes</p>

		<p>Invitation to local pre-schools to watch Nativity performance</p> <p>*Inclusion sessions with St. Annes</p>						
<p>Parent Workshops and involvement</p>	<table border="1" style="width: 100%; height: 100%;"> <tr> <td data-bbox="253 496 1191 965"> <p><b>Stay and Play sessions - 20/30 mins outside</b></p> <p><b>Stay and Reads – 20mins first thing in a morning</b></p> <p><b>Reading picnic</b></p> <p><b>Maths / phonics and writing parent workshops (presentations)</b></p> <p><b>Maths / phonics and writing stay and plays</b></p> </td> <td data-bbox="1191 496 2130 965"> <p><b>Christmas craft morning</b></p> <p><b>Nativity Performance</b></p> <p><b>Mother's day / Father's day / Grandparent's day celebrations – stay and plays</b></p> <p><b>**Does not list all</b></p> </td> </tr> </table>						<p><b>Stay and Play sessions - 20/30 mins outside</b></p> <p><b>Stay and Reads – 20mins first thing in a morning</b></p> <p><b>Reading picnic</b></p> <p><b>Maths / phonics and writing parent workshops (presentations)</b></p> <p><b>Maths / phonics and writing stay and plays</b></p>	<p><b>Christmas craft morning</b></p> <p><b>Nativity Performance</b></p> <p><b>Mother's day / Father's day / Grandparent's day celebrations – stay and plays</b></p> <p><b>**Does not list all</b></p>
<p><b>Stay and Play sessions - 20/30 mins outside</b></p> <p><b>Stay and Reads – 20mins first thing in a morning</b></p> <p><b>Reading picnic</b></p> <p><b>Maths / phonics and writing parent workshops (presentations)</b></p> <p><b>Maths / phonics and writing stay and plays</b></p>	<p><b>Christmas craft morning</b></p> <p><b>Nativity Performance</b></p> <p><b>Mother's day / Father's day / Grandparent's day celebrations – stay and plays</b></p> <p><b>**Does not list all</b></p>							