









Foundation Stage planning is used as a guide and not a "tick list". This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures when appropriate.

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Whole School Christian Values						
	LOVE	PEACE	WISDOM	HOPE	FRIENDSHIP	HONESTY
Topic	<u>Real Life – It's Good To Be Me!</u>	<u>Let's Celebrate Christmas</u>	<u>To Infinity and Beyond</u>	<u>Are we there yet? Transport</u>	<u>Who lives in a place like this?</u>	<u>How Does Your Garden Grow/It's a Bugs Life!</u>
Books/Texts	<p>Freddie goes to Playgroup I wish I were Big! Owl Babies All kinds of babies Brothers &amp; Sisters Just Because If I had a hundred mummies There's a house inside my Mummy</p> <p><b>Love</b></p> <p>Guess how much I love you Never too Little to Love What colour is love? No matter what!</p>	<p>Tattybogle Changing Seasons Weather A House for Hedgehog The Little Red Hen The Ant and the Grasshopper Leafy the Pet Leaf Pumpkin soup Diwali story Moggs Christmas</p> <p><b>Peace</b></p> <p>All kinds of beliefs What I believe I am Peace Peace is an offering The peace book</p>	<p>Whatever next?! See Inside the universe On the Moon The Universe I'm going to be the best Astronaut ever Roaring Rockets Awesome Astronomy Sun, Stars and Planets Grampy Rabbit in Space Ten Little Robots Little Robots</p> <p><b>Wisdom</b></p> <p>Be a model. Do you make decisions rashly or without much thought? ... <b>Teach</b> them to STOP and THINK. <b>Train children</b> to pause and consider their choices <b>for</b> more than a millisecond. ...</p>	<p>Are we there yet? Going on a plane Cool Cars The Runaway train Amazing Aeroplanes Getting around How we get around Bicycle Safety</p> <p>My family</p> <p><b>Hope</b></p> <p>I wish I were big Starlight sailor Sam who went to sea The three wishes Wisp - A story of Hope by Zana Fraillon Story Boat by Kyo Maclear</p>	<p>Our Homes Bug homes Animal homes</p> <p>The Three Little Pigs Home Sweet Home</p> <p>All kinds of people Recycling We can help the environment Almost gone Rainforests Is it living or non-living? Comparing bodies of Water Comparing properties</p> <p><b>Friendship</b></p> <p>I'm Sorry Best Friends or not? Is that what friends do? Don't call me special Whoever you are My world your world Handa's surprise</p>	<p>Going to school I Want a Friend – Little Princess story Harry and the Dinosaurs go to School</p> <p>In the Garden In the Pond Miffy's garden story sack Jack and the Beanstalk The Very Hungry Caterpillar story sack Comparing colours What is a Landform? Spoon, cup, dinners up! See inside your body Why shouldn't I eat junk food? Staying safe in the Sun</p> <p><b>Honesty</b></p> <p>Don't tell lies Lucy! Tell the truth</p>



<p><b>(Letters and Sounds)</b></p>	<p><b>Reading:</b> Pays attention and responds to the pictures or the words</p> <p><b>Story time:</b> Fiction and non-fiction relating to topic</p> <p><b>Writing:</b> Gaining strength in upper arm/shoulder/hands Streamers in the air Play dough Plasticine Clay Threading Hammering</p> <p><b>Use baseline, ongoing assessments and planning to inform differentiation</b></p>	<p><b>Reading:</b> Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone</p> <p><b>Story time:</b> Fiction and non-fiction relating to topic</p> <p><b>Writing:</b> Mark making in shaving foam/gloop Experiments with blocks, colours and marks Sponge painting Block painting Using paint rollers</p> <p><b>Use ongoing assessments and planning to inform differentiation</b></p>	<p><b>Reading:</b> Repeat words and phrases from familiar stories Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p><b>Story time:</b> Fiction and non-fiction relating to topic</p> <p><b>Writing:</b> Enjoys drawing freely Give meaning to marks Chunky chalks Crayons</p> <p>Chunky paint brushes and glitter water/paint</p> <p><b>Use ongoing assessments and planning to inform differentiation</b></p>	<p><b>Reading:</b> Understands: 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 three different parts of a book page sequencing</p> <p><b>Story Time:</b> Fiction and non-fiction relating to topic</p> <p><b>Writing:</b> + Using triangular barrel felt pens Pencils with triangular barrel Mark making lists, maps, stencils, drawing, painting</p> <p><b>Use ongoing assessments and planning to inform differentiation</b></p>	<p><b>Reading:</b> Develop their phonetical awareness so that they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound</p> <p><b>Story Time:</b> Fiction and non-fiction relating to topic</p> <p><b>Writing:</b> Using triangular barrel felt pens Pencils with triangular barrel Mark making lists, maps, stencils, drawing, painting</p> <p><b>Use ongoing assessments and planning to inform differentiation</b></p>	<p><b>Reading:</b> Hears and says the initial sounds in words Can segment the sounds in simple words and blend them together</p> <p><b>Story Time:</b> Fiction and non-fiction relating to topic</p> <p><b>Writing:</b> Use some of their print and letter knowledge in their early writing. Mark making lists, maps, stencils, drawing, painting Write some letters accurately</p> <p><b>Use ongoing assessments and planning to inform differentiation</b></p>
<p><b>Mathematics (See Little Big Maths &amp; White rose)</b></p> 	<p><b>Number:</b> Take part in finger rhymes with numbers. Reacts to changes of amount in a group of up to three items</p> <p><b>Shape space and measures:</b> Compare amounts, saying lots, more or same. Notices patterns and arranges things in patterns Compare sizes, weights etc</p> <p>Weighing – making bread Sand &amp; Water play Mud Kitchen</p>	<p><b>Number:</b> Compare quantities Recognising quantities 1-5</p> <p><b>Shape space and measures:</b> Uses positional language, for instance: to describe a familiar route/location - Behind, next to, in front, under, on top</p> <p>Construction Sand &amp; Water play Mud Kitchen</p>	<p><b>Number:</b> Fast recognition of up to three objects, without having to count them individually Recite numbers past 5.</p> <p><b>Shape Space and Measures:</b> Understands position through words alone – for example, "The bag is under the table"</p> <p>Sand &amp; Water play Mud Kitchen</p>	<p><b>Number:</b> Link numerals and amounts. Instant recognition of small amounts without counting</p> <p><b>Shape Space and Measures:</b> Talk about and explore 2D and 3D shapes Use informal and mathematical language – sides/corners/straight/flat /round Selects shapes appropriately</p> <p>Sand &amp; Water play Mud Kitchen</p>	<p><b>Number:</b> Show finger numbers up to 5. Link numerals and amounts</p> <p><b>Shape space and Measures:</b> Beginning to use mathematical language to describe 2D shapes Make comparisons between objects relating to size/length/weight/and capacity Drawing around shapes Modelling activities Tap a shape Sand &amp; Water play Mud Kitchen</p>	<p><b>Number:</b> Solve real world mathematical problems with numbers up to 5. Compare quantities using language: more than/fewer than</p> <p><b>Shape space and Measures:</b> Extend and create ABAB patterns –stick leaf, stick leaf Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as first, then, after, before</p>

	Use baseline, ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation
<p><b>Understanding the World (See Snap Science)</b></p> 	<p><b>People and communities:</b> Who is in my family? Make connections between the features of their family and other families</p> <p><b>Autumn &amp; Harvest</b> Comments and asks questions about aspects of their familiar world</p>	<p><b>People and communities:</b> Notice differences between people</p> <p>Explore and respond to different natural phenomena in their setting</p> <p><b>Diwali</b> <b>Christmas</b> How do we celebrate?</p>	<p><b>People and communities:</b> Shows interest in the lives of people who are familiar to them</p> <p>New Year Chinese New Year Shrove Tuesday Easter</p>	<p><b>People and communities:</b> Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations</p> <p>St David's Day Mother's Day St Patricks Day</p> <p>Our world – Maps, The Globe, Travel and Transport</p>	<p><b>People and communities:</b> Continue to develop positive attitudes about the differences between people</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>St Georges day Father's Day</p>	<p>Sand &amp; Water play Mud Kitchen Coloured cubes Natural resources</p> <p><b>Use ongoing assessments and planning to inform differentiation</b></p> <p><b>People and communities:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photo's:</p> <p>Growth and decay – plant seeds and care for growing plants Understands the key features of the cycle of a plant and an animal.</p>
<p><b>Expressive Arts and Design</b></p> 	<p>Experiments with blocks colours and marks This is Me Self Portraits Hand &amp; Feet prints Exploring sounds of musical instruments</p>	<p>Rangoli Patterns Sponge painting Block painting Using paint rollers</p>	<p>Chunky chalks Crayons Chunky paint brushes and glitter water/paint Tapping out simple rhythms</p>	<p>Dance and Movement Exploring different types of music from around the world</p>	<p>Describing textures Joins construction pieces together – Building Houses/Buildings</p>	<p>Explores colour and how colours can be changed</p>

<b>Trips/Visits/ Experiences</b>	<b>ENGAGE –</b>	<b>ENGAGE –</b> Visit to school to watch the reception classes nativity <b>ENGAGE:</b> Nursery Christmas Party	<b>ENGAGE:</b> World Book Day- 3 <sup>RD</sup> March	<b>ENGAGE-</b> Visit from School Crossing Patrol	<b>ENGAGE:</b> Arts Week	<b>ENGAGE-</b> Nursery Pre-schoolers Leaving Party <b>ENGAGE-</b>
<b>Parental Engagement</b>	Making relationships with parents Tapestry Parent led story time	Parents evening Parent led story time	Parent led story time	Parent led story time	Parents evening Parent led story time	Parent led story time
<b>Assessment</b>	<b>Baseline –</b> Development matters completed by parents on entry	<b>End of term assessment</b> ECAT Progression monitoring	Ongoing assessment	<b>End of term assessment</b>  ECAT Progression monitoring	Ongoing assessment	<b>End of term assessment</b> Transition forms completed for Reception teachers

**Characteristics of Effective Learning**

**Playing & Exploring:**

Encourage children to 'have a go' and explore their new environment

**Active learning:**

Encourage children to learn together and from each other

Encourage children to persist with an activity even when it is challenging

**Creating & Thinking Critically:**

Encourage open ended thinking

Model being a thinker, showing that you don't always know