| Grove CE Primary School Foundation StageLong Term Plan 2024 to 2025 |
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|  | Autumn term 1My life so far… | Autumn term 2Light and Dark | Spring term 3Our Wonderful World | Spring term 4Once Upon a Time… | Summer term 5Amazing Animals | Summer term 6Let the sun shine! |
| KEY THEMES AND CELEBRATIONS | Getting to know the children: homes, families, interests, school rulesLocal area studySuperheroes Our community- People Who Help Us (real life superheroes)Healthy eatingHarvest/ Autumn | Old and New ToysBonfire NightDiwaliWhat happens at night?Space travel- What is out there in the night sky?Birthdays Christmas | Continents- Where do we live? Antarctica compared to here.Chinese New Year - China Valentine’s Day | Traditional tales- Fairy Tales and stories from other cultures- Compare. Plant life cycle- Beanstalk World Book DayShrove Tuesday/ lentInternational Women’s DayMother’s Day 19th MarchEaster Ramadan | Farm animalsLife cycles- hatch eggsAfrican animalsMinibeastsAustralian animalsUnder the seaSt George’s DayMay FairSummer Solstice | Dinosaurs- How do we know about them?Pirates and mermaidsSeaside- compareTransitionGrowing and changing- letting our lights shine!Father’s DaySports Day |
| Child-led topic possibilities | TO BE ADDED WHEN WE GET TO KNOW THEM•Fairies Transport, dragons, knights, castles, Old and New Toys |
| Possible trips/visitors/wow moments | Superheroes dress upVisits from people who help us- fire service, police, nurse, dentist | After dark hot chocolate and explore with parentsCarol concertVale And Downland Museum toy visit | Chinese BanquetPancake making | Fairy Tale dress up day ‘the ball’Easter Egg hunt | Life Cycles- hatching eggs Farm visit- Farmer Gow’s | Museum box- beachBeach themed day-ice cream and sprinklersGraduation from Reception concert |
| KEY AND SUPPORTING TEXTS | **Starting School****When a Dragon Goes to School****Our Class Is A Family****Same but different too****Super Duper Me!****The Colour Monster****Ruby’s Worry** **SuperTato****Burglar Bill** | **The Scarecrow’s Wedding** **Owl Babies****Aliens Love Underpants****One Snowy Night****Funny Bones****The Owl Who Was Afraid Of the Dark****Look Up!****How To Catch A Star****You Must Bring A Hat****Happy Birthday Jesus** **Lost in the Toy Museum****Dogger** | **Lost And Found****The Emperors Egg****Poles Apart** **The Magic Paintbrush- Julia Donaldson and Oak Academy****Twinkl Dragons in the City Mulan** | [**Mr Wolf’s Pancakes**](https://www.youtube.com/watch?v=CXQDiqHp-xM)**, 3 little pigs, Goldilocks and the three bears, 3 billy goats gruff, Jack and the Beanstalk, Magic Porridge Pot, Anansi stories** | **Farmer Duck****Handa’s Surprise****Rainbow Fish****On The Farm- from egg to chicken****Actual Size,** **Rumble in the jungle.** **commotion in the ocean, ,** **The Enormous Crocodile****Tiddler, The Wonky Donkey,** **Oi Frog etc** | **Talk Through Stories** **The Lighthouse Keeper’s Lunch****Prehistoric Actual Size****Dinosaur Roar****10 Little Dinosaurs****The Dinosaur that Pooped…****Granny’s Magic Bag And The Pirates** |
| RE | **Discovery RE**Theme: Special PeopleKey Question: What makes people special?Religions: Christianity, Judaism | **Discovery RE**Theme: ChristmasKey Question: What is Christmas?Religions: ChristianityConcept: Incarnation | **Discovery RE**Theme: CelebrationsKey Question: How do people celebrate?Religions:  | **Discovery RE**Theme: EasterKey Question: What is Easter?Religions: Christianity, Concept: Salvation | **Discovery RE**Theme: Story TimeKey Question: What can we learn from stories?Religions: Christianity, Islam, Hinduism, Sikhism | **Discovery RE**Theme: Special PlacesKey Question: What makes places special?Religions: Christianity, Islam, Judaism |
| Personal, social, emotional development | SCARF PSHE **Unit: Me and My Relationships** | SCARF PSHE Unit: **Valuing Differences** | SCARF PSHE Unit: **Keeping Myself Safe** | SCARF PSHE Unit: **Rights and Responsibilities** | SCARF PSHE Unit: **Being My Best** | SCARF PSHE Unit: **Growing and Changing** |
| Communication, language and literacy (comprehension)Stories, non-fiction, rhymes and poetry | * Starting school
* We are Family
* My Five Senses
* Super Duper Me
* Same But Different Too
* The Colour Monster

Talk Through Stories:Burglar BillSuperTato EXTRARoom On The BroomThe Scarecrow’s Wedding* *Vocabulary week*
* Learn an autumn poem
 | Talk Through Stories:Alien’s Love UnderpantsCan’t You Sleep Little BearOwl BabiesRuby’s WorryStick Man DoggerFive Minute’s Peace*Vocabulary week*Learn a winter poemNon-fiction: Animal fact file | Talk Through Stories: Lost and FoundOne Snowy NightHugless DouglasRavi’s RoarSix Dinner Sid*Vocabulary week*Learn a spring poemNon-fiction: The Emperor’s EggThe Tale of Jack Frost | Talk Through Stories:Fairy talesLittle Red Hen, Jack and the Beanstalk, Three Little Pigs, Goldilocks and The Three Bears, Three Billy Goats Gruff.*Vocabulary week*Learn nursery rhymes and poemsNon-fiction: letter | Talk Through Stories:Handa’s HenElmerFarmer DuckThe Rainbow FishTiddler*Vocabulary week*Learn animal poemsNon Fiction: From Egg to Chick | Talk Through Stories:GigantosaurusBilly’s BucketThe Slightly Annoying ElephantThere’s A Snake in my SchoolZog*Vocabulary week*Learn a summer poemNon Fiction: Dinosaur fact fileDinosaur RoarActual Size |
| Physical development | Complete PE: Locomotion- walkingGymnastics- moving*Opportunities to develop shoulder, elbow, wrist & fingers in prep for writing.* | Complete PE:Ball Skills- Hands 1Gymnastics- High, Low, Over, Under*Opportunities to develop shoulder, elbow,**wrist & fingers in prep for writing.* | Complete PE:Ball Skills- FeetDance- Dinosaurs | Complete PE:Ball Skills- Hands 2Dance: Nursery Rhymes | Complete PE:Locomotion- JumpingDance: May Fair Dancing  | Complete PE:Attack v Defence: Games For UnderstandingRackets, bats, balls and balloons |
| Literacy (word reading and writing) | RWI- Know most single letter Set 1 Sounds and begin to blend.Phase 1 aspect 7 (rhyming and alliteration)* *Use a comfortable grip with good control when holding pens and pencils.*
* *Shows a preference for a dominant hand.*
* *Write some all of their name.*
* *Write some letters accurately.*
 | RWI- Know single letter Set 1 Sounds and be able to blend orally (Set 1Sounds Group C) Read green words.Phase 1 aspect 7 (rhyming and alliteration)Write captions* *Write initial and end sounds.*
* *Begin to write CVC words.*
 | RWI- reading Photocopy Ditties 1–20Story maps and CVC captions and sentences | RWI- reading Red Ditty Storybooks. Set 1 digraphs (special friends)Set 2.Letter writing, lists, menus, retell storiesPhase 3 spelling* *Use finger spaces between words.*
* *Write a simple sentence using phonic knowledge.*
 | RWI- reading Green Storybooks set 2 soundsPhase 3 spellingTricky words* *Some words spelt correctly, some phonetically plausible*
* *Read writing to others.*
 | RWI- reading Green/Purple StorybooksSet 2 sounds.Phase 3/4Tricky words* *My writing can be read by others.*
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| Mathematics | Mastering number NCETMMeasures and patterns White Rose | Mastering number NCETMShapes White Rose | Mastering number NCETMLength, height and timeMass and capacity White Rose | Mastering number NCETM3D shapes White Rose | Mastering number NCETMManipulate, compose and decompose shapes White Rose | Mastering number NCETMMake connectionsVisualise build and map White Rose |
| Understanding The World-*Past and Present* *The Natural World**People, Cultures and Communities* | How have we changed since babies?* Begin to make sense of their own life-story and family’s history.
* *Talk about members of their immediate family.*
* *Name and describe people who are familiar to them.*
* *Comment on images of familiar situations.*
 | What did our Grandparents do in their childhood? ToysBonfire Night and DiwaliBirthdays- Why and how do we celebrate?* Know that their parents and grandparents were born before they were and have had experiences that were different to theirs
* Know that dates tell us when something happened and be able to name some (birthdays etc)
* Order basic events in chronological order
 | Past & Present: Ernest Shackleton, Amundsen and Scott* Know that some pictures show what happened a year ago or more
* *Comment on images of familiar situations.*
 | Stories from the pastRhymes: Nursery rhymes – link to thepast (Why didn’t Jack and Jill not justturn on the tap to get some water? Whydidn’t Wee Willie Winkie not just use atorch?)* *Compare and contrast characters in stories including figures from the past.*
* *ELG Understand the past through settings, characters and events in books.*
 | * *ELG Talk about the lives of people around them and their roles in society.*
* *Comment on images of familiar situations.*
 | Dinosaurs and fossils.* know that dates tell us when something happened and be able to name some (birthdays etc)
* Order basic events in chronological order
* *ELG Know some similarities and differences between things in the past and now.*
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| Harvest and AutumnOgden Trust science lesson with book. * Know that the weather changes during the seasons and name them (all year)
* *Describe what they can hear, see and feel whilst outside.*
 | Nocturnal AnimalsSpaceOgden Trust science lesson with books- Look Up! And Astro Girl. * Compare the seasons in regard to the weather (all year)
* *Understand the effect of changing seasons on the natural world.*
 | Natural World: Polar Habitats, melting/ freezing, Migration/ Hibernation,Winter Ogden Trust science lesson with book. * Know that the weather changes during the seasons and name them (all year)
* Explain how to care for the natural world
* Name different environments, giving a brief description of them using simple terms: hot, cold, wet, dry, windy
 | Spring timeOgden Trust science lesson with book. * Know that the weather changes during the seasons and name them (all year)
* *Explore the natural world around them.*
 | Animals, plants, springOgden Trust science lesson with book- Elmer, Brown Bear * *Describe what they can hear, see and feel whilst outside.*
* *Recognise some environments that are different to the one they live.*
* *ELG Know some similarities and differences between the natural world around them and contrasting environments.*
 | SeasideOgden Trust science lesson with book- Archimedes’ Bath, Ocean* *ELG Understanding some important processes and changes to the natural world around them including the seasons and changing states of matter.*
* *ELG Explore the natural world around them making observations and drawing pictures.*
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| Community – immediate environment and GroveHarvest- why do we celebrate?* *Draw information from a simple map.*
* *Understand that some places are special to members of their community.*
 | RemembranceDiwali- What do other people celebrate?Christmas- why do we celebrate?* *Recognise that people have different beliefs and celebrate special times.*
 | Chinese New Year* *Recognise some similarities and differences between life in this country and life in other countries.*
* Know there are different countries in the world
* Name some countries in the world other than the UK
* Identify the UK on a map
 | Easter- Why do we celebrate?* *ELG Know some similarities and differences between religions and cultures.*
 | Name some countries in the world other than the UK* Identify the UK on a map
* Explain how to care for the natural world
* Name different environments, giving a brief description of them using simple terms: hot, cold, wet, dry, windy
* *ELG Explain similarities and differences between life in this country and life in other countries.*
 | *ELG Describe their immediate environment.* |
| Expressive Arts and Design*Creating with Materials**Being imaginative and expressive* | **Understanding identity and exploring relationships:** Feeling connectedArtist: PICASSOPortraits, Colour mixing, transient art, design small worlds* *Explore use and refine artistic effects*
 | Clay diva lamps, Rangoli – chalk, junk modelling, outdoor construction, Star collage, paint, papiermache planetsArtist: VAN GOGH- starry night* *Return to and build on previous learning.*
 | **Exploring the power of creativity:** Making art paper snowflakes, Artist: KANDINSKY and POLLOCK* *Create collaboratively, sharing resources.*
* *Explore use and refine artistic effects*
 | puppetstory sequencingbuilding housesJunk modelling, construction, map design,Artist: Architect* *ELG Share their creations, explaining the process.*
* *ELG Make use of props and materials when role playing.*
 | **Exploring the Natural world:** Being inspired by the world around us Gardening, flower experiments, fruit facecollage, drawing, rolling marblesArtist: STEVEN BROWN* *ELG Safely use and explore variety of materials, tools and techniques*
 | Junk modelling- lighthouseMaking fossils* *ELG Share their creations, explaining the process.*
* *ELG Make use of props and materials when role playing.*
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| Home corner role playPeople Who help us- police station, hospital, superhero headquarters* *Listen attentively, move to and talk about music, expressing feelings and responses.*
 | Role play toy shop, spaceship, dark tent, birthday party, Christmas workshop.* *Sing in a group or on their own, matching pitch and melody.*
 | Role play Chinese restaurant, antarctica, igloo, shop* *Explore and engage in music making a dance.*
 | Role play cottage, castle, palace, forest, bakeryDance Festival* *Watch and talk about dance and performance art, expressing feelings.*
* *Develop storylines in pretend play.*
* *ELG sing a range of well known nursery rhymes and songs.*
 | Role play jungle, farm, under the sea* *Listen attentively, move to and talk about music, expressing feelings and responses.*
* *Perform songs, rhymes, poems and stories with others.*
 | Role play pirates and mermaids, dinosaurs, ice cream shop, beach* *Sing in a group or on their own, matching pitch and melody.*
* *ELG Invent, adapt and recount narratives.*
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| Computing | Barefoot Computing-Busy Bodies | Barefoot Computing-Space | Barefoot Computing-Boats Ahoy! | Barefoot Computing- Spring |  | Barefoot Computing-Summer Fun |

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| **Communication and Language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | **Listening, attention and understanding ELGs** • 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.• Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**Speaking ELGs** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| **Personal, Social and Emotional Development** | Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**  | ELG’s• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.• 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.• 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. |
| **Physical Development** | Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | ELG’sGross Motor Skills• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.Fine Motor Skills• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. |
| **Literacy** | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | ELG’sComprehension• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.Writing• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.Word Reading• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| **Mathematics** | Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, ‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes. | ELG’sNumber• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Understanding The World** | Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | ELG’sPast and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. The Natural World• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.People, Culture and Communities• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Expressive Arts and Design** | The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.  | ELG’sCreating With Materials• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.Being Imaginative and Expressive• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |