

Communication and Language

Listening, Attention and Understanding

Personal, Social and Emotional Development

Speaking

Building Relationships

Self Regulation

Managing Self

Physical Development

Gross Motor Skills

Fine motor skills

Literacy

Comprehension

Word Reading

Mathematics

Numerical Patterns

Number

Writing

Understanding of the World

Past and Present

Expressive Arts and Design

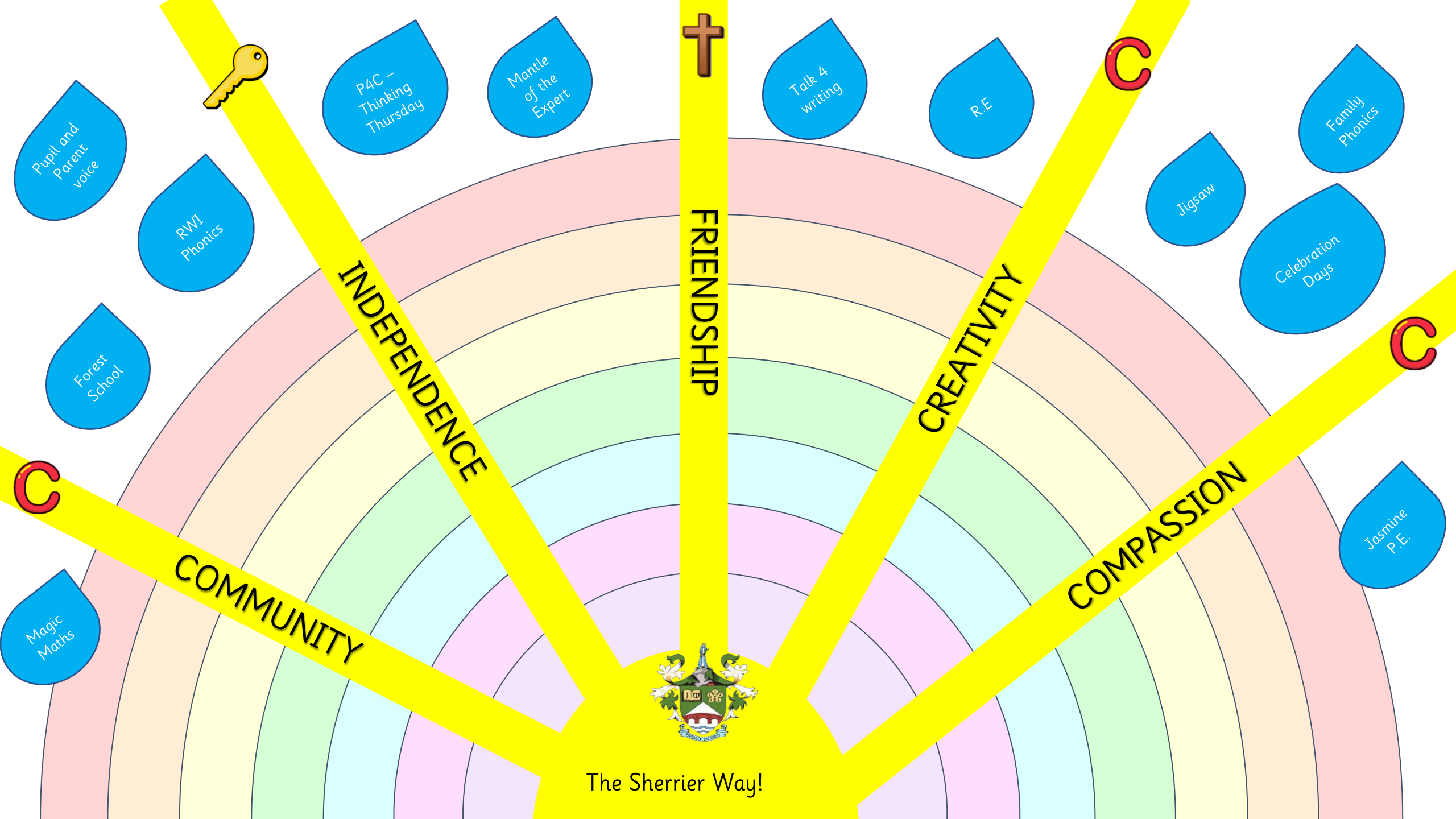
People, Culture and Communities

The Natural World

Being Imaginative and Expressive

Creating with materials

My Learning Journey Through EYFS at Sherrier

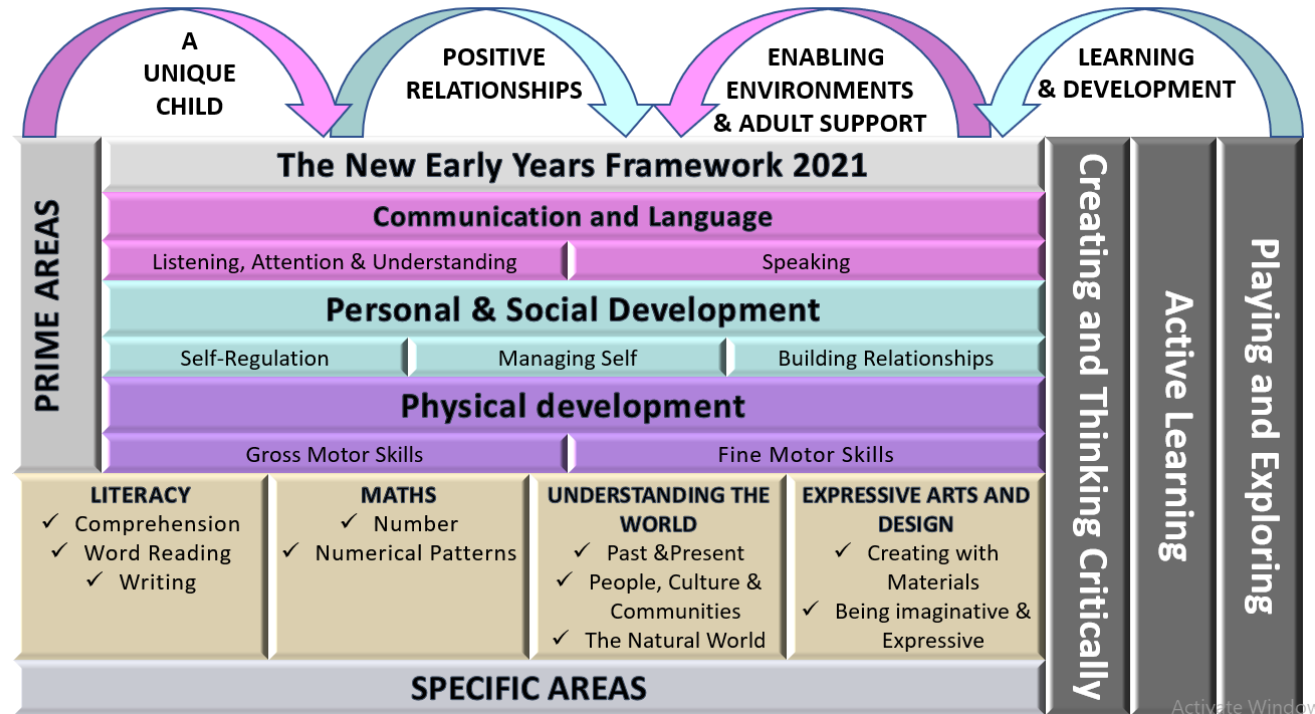


The Sherrier Way!



Sherrier C of E
Primary School

Foundation Stage Long Term Plan 2021-2022



At Sherrier C of E Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and to interact positively with others.

FOUNDATION STAGE LONG TERM PLAN 2021-2022



Characteristics of effective learning

Playing and Exploring Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active Learning Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, life long learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

OVERARCHING PRINCIPLES

Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners embrace each community.

Enabling Environments

Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development

Children develop and learn at different rates. We must be aware of children who need greater support than others.

Play

At Sherrier C of E Primary School we understand that play is an integral part of learning and that this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year’s education has to play in providing a firm foundation upon which the rest of a children’s education is successfully based.



FOUNDATION STAGE LONG TERM PLAN 2021-2022



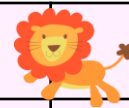
AUTUMN 1



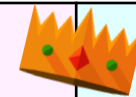
AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

I AM UNIQUE! (7 WEEKS)

Starting school / getting to know my new class. Learning school Golden Rules.
Creating and agreeing on our Classroom charter
Explore Uniqueness – our special characteristics
Focus on how we are unique?
Celebrating our senses
Learning to be part of our Sherrier family and importance of being kind and making friends.

Create a year group collage for display all year round to remember the start of our learning journey at Sherrier.

AUTUMN MAGIC! (6 WEEKS)

Explore changing seasons from Summer to Autumn – Autumn walk
Exploring what happens when we fall asleep and night time.
Bedtime routines and wishing upon a shooting star.
Making magic potions
Investigating nocturnal/diurnal animals using a dark box hibernation
Festivals of light including bonfire night
And Diwali
Discover the night sky – explore space and the stars!
Design a new planet. CHRISTMAS (2 WEEKS)
The Snowman
The Christmas Story

WINTER DETECTIVES (4 WEEKS)

Explore being Detectives to find out identity of mystery visitor to FS?
Explore changing seasons from Autumn to Winter. – Winter Walk
Keeping warm in winter
Find out about animals that live in cold places
Penguins
CHINESE NEW YEAR (1 WEEK)
Discover about the Year of the Tiger
Explore story of Chinese New Year.
Explore animals of the zodiac
What year were you born in?

AMAZING ANIMALS (5 WEEKS)

Animal Park- children adopt MOTE role as park rangers .
Discover African culture.
Lion facts
Explore how we can make a difference by Adopting an animal

EASTER (2 WEEKS)

Explore signs of Spring Easter



FAIRYTALE EXPERTS (5 WEEKS)

Explore being fairy tale problem solvers – meet and help characters from traditional tales.
Plant own bean.
Discuss favourite characters and why.

WISH YOU WERE HERE (5 WEEKS)

Explore changing seasons from Spring to Summer- Summer Walk
Holiday destinations – where might we go on holiday? What do we need to pack?
How might we get there?
Explore travelling in the past.
Keeping cool in Summer
Send a postcard – wish you were here!
Sing I do like to be beside the seaside..
Who lives under the sea? Go on a deep sea adventure
Holidays in the past
Seaside traditions eg Punch and Judy

TEXTS

The Colour Monster
Mr Men and Little Miss books
Elmer stories
The Little Red Hen
We're going on a Bear Hunt

Owl babies
Laura's Star
Rama and Sita
Winnie the witch
Percy and the park keeper
Whatever Next

Polar Bear, Polar Bear What Did You Hear?
Jack Frost
Big Bear Little Brother
Henry's Holiday
Bettu and the Yeti

Tinga tales
10 reasons to love a lion
Handa's surprise
Giraffes Can't Dance
Walking through the jungle
Dear Zoo

The Gingerbread Man
The Three Little Pigs
Jack and the Beanstalk
Fairy tales and traditional stories.

Lucy and Tom at the Seaside
The Snail and the Whale
Tiddler
Commotion in the Ocean
Rainbow Fish

'WOW' MOMENTS / ENRICHMENT OPPORTUNITIES

Driving test
Mr Greedy taste test
Mr Men/Little Miss dress up day
Parents Evening
Family Phonics (virtual)

Pyjama Day/ bedtime story time
Bonfire Night
Diwali (4.11.21)
Remembrance Day
Anti bullying week
Children In Need
Nativity
Pantomime (Virtual)

Friendship Certificates
Chinese new year
Magic Maths (Virtual)
Parent Evening

Fruit tasting
Animal dress up day
Adopting an animal with WWF
Animal biscuits
Spring Reports
Mothers Day(8.5.21)Easter Egg Hunt

Visit to Twycross Zoo?
Fairy Tale Dress Up Day
Queen's Platinum Jubilee

Father's Day(19.6.22)
Teddy Bear's Reading Picnic
Summer Report



FOUNDATION STAGE LONG TERM PLAN 2021-2022



AUTUMN 1



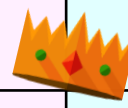
AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

I AM UNIQUE!

AUTUMN MAGIC!

WINTER DETECTIVES

AMAZING ANIMALS

FAIRYTALE EXPERTS

WISH YOU WERE HERE

OUR VALUES

Mutual respect

Mutual Tolerance

Rule of Law

Individual Liberty

Democracy

Recap all British Values

We are all unique. We respect differences between people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated.

Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.
Mutual tolerance of those with different faiths and beliefs and for those without faith.

We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognize that we are accountable for our actions. We must work together as a team when it is necessary.

We all have the right to have our own views. We all are respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.

We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

ASSESSMENT OPPORTUNITIES

Analyse Nursery Assessments
In- house – Baseline data on entry
National Baseline Data by end of term
Phonic progress check
Writing/reviewing SEND targets
Pupil Progress meetings

BBM to review progress in reading
Phonics progress check.
Independent writing – The snowman

Star word assessment
BBM to review progress in reading
Phonics progress check
Number assessment

BBM to review progress in reading
Phonics progress check

BBM to review progress in reading
Phonics progress check
Number assessment

Star word assessment
BBM to review progress in reading
Phonics progress check

Independent writing –
Character description

PARENTAL INVOLVEMENT

1-1 meeting with parents
Weekly SOTW announcements
End of half term Parent child questionnaires
Phonic Work shops.
Reading Workshop.

Weekly SOTW announcements
Parents evening – focus on settling in
Nativity
Christingle
End of half term Parent/child questionnaires

Weekly SOTW announcements
Magic Maths workshops
Random acts of kindness challenge
End of half term Parent child questionnaires

Weekly SOTW announcements
Parents evening – focus on learning behaviours and progress made
Setting targets.
Writing Workshop
End of half term Parent child questionnaires

Weekly SOTW announcements
End of half term Parent child questionnaires

Weekly SOTW announcements
Sports Day event
Summer reports



FOUNDATION STAGE LONG TERM PLAN 2021-2022

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY APPROACHES	I AM UNIQUE!	AUTUMN MAGIC!	WINTER DETECTIVES	AMAZING ANIMALS	FAIRY TALE EXPERTS	WISH YOU WERE HERE
PHILOSOPHY FOR CHILDREN (P4C) BE CARING BE CREATIVE BE CRITICAL BE COLLABORATIVE MANTLE OF THE EXPERT 3 WAYS TO REPRESENT IDEAS • SYMBOLIC- SPOKEN AND WRITTEN WORDS • ICONIC – DRAWINGS • ENACTIVE- DRAMA (USING OUR BODIES)	<p>What are the Golden Rules and why do we need to follow them?</p> <p>What are feelings and how do you feel today and why? The Colour Monster</p> <p>Which Mr Men/Little Miss character are you like and why?</p> <p>Which character would you like to join our class and why?</p>	<p>How are we all different and special? What makes us unique? But Martin</p> <p>If you could design a planet with a partner what would it be like and why?</p> <p>What is really important to you and why? Mendhi hands</p> <p>What is precious to you and why?</p>	<p>What is your new year resolution for school and why? How are you going to try to keep it?</p> <p>Who was the mystery visitor to FS and how do you know? MOTE</p> <p>What is the most important thing about being a good friend?</p> <p>What does kindness mean in a friendship? Frozen</p> <p>What does respect mean and how can we be respectful to others? Henry's Holiday</p> <p>Who can we trust and how can we show we are trustworthy? Big Brother Little Brother</p> <p>How do we encourage our friends and what are our characteristics like? Chinese New year</p> <p>What does being a good friend mean and how can we help our friends to feel happy?</p>	<p>Which animal did you choose and why? Fiercest/ friendliest concept line and why? Exploring what we think we know about animals.</p> <p>Which animals make a good pet and why?</p> <p>Why should we respect animals?</p> <p>What responsibility do we have to look after animals at Animal Park?</p> <p>Is Animal Park for animals or humans?</p> <p>How do animals need to be looked after? Lion rescue</p> <p>Can you describe what you can hear and if these words were to describe an animal which one would it be and why? COTA music</p> <p>How can we make a difference to our world and the animals that live here? Animal masks and vote</p> <p>What would happen if you chose not to help? Oi Get off Our Train</p>	<p>How can you help solve the Gingerbread man's problem?</p> <p>How can you help solve Mrs Pig's problem?</p> <p>What is the right way to deal with the wolf and to protect the pigs?</p> <p>How can you help Jack solve his problem? I wonder if you could plant something magical of your own what would grow into the sky? What would you like to be at the end of your own beanstalk?</p> <p>Should we help the Giant? Why? Why not? What will happen if you do or don't help him?</p> <p>How can we help the Giant with his security?</p> <p>Who is the most good and who is the least good and why?</p>	<p>How can we make a difference to stop pollution of the sea and beaches ?</p> <p>What are your reflections on the school year?</p> <p>What are your 3 stars and a wish and why?</p> <p>How do you know you are a star at something?</p> <p>How can you we achieve our wishes in Year One!</p>



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER DETECTIVES	AMAZING ANIMALS	FAIRYTALE EXPERTS	WISH YOU WERE HERE
FOREST SCHOOL CORE VALUES	The Forest School approach focuses on ALL children having the opportunity to achieve and develop in a hands on learning environment with truly positive learning experiences. Forest School takes a holistic approach focusing on the whole child and developing some of those more extrinsic skills such as confidence and self-esteem. A key principle encouraged by Forest Schools is freedom, children having the choice to take risks and direct their own learning experience but more importantly to use their own initiative to solve problems and co-operate with others. It is a child centred and child led programme that provides the opportunity for the children to use their personal learning style to complete their chosen tasks. The children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated. Forest School offers a wide range of experiences that can develop children's cognitive, physical and emotional development.					
ENVIRONMENTAL EDUCATION OUTDOOR SKILLS SPECIES IDENTIFICATION KNOTS AND LASHINGS REFLECT AND REVIEW TOOLS FIRE PIT	<ul style="list-style-type: none"> • Can express how they are feeling when outdoors • Willing to try new activities when outdoors • Enjoys various outdoor activities, showing curiosity • Listens and responds to simple rules and instructions when outdoors • Helps and tidies away after themselves • Creates using natural material • Can talk about what they liked/didn't like during the outdoor session. • Can talk about what they have experienced outdoors. • Can identify, name and describe basic plant features when seen such as: tree, leaf, flower, grass, stick • Understand the changes in the seasons from Summer to Autumn. • Fox walking, deer ears 	<ul style="list-style-type: none"> • Takes part in both independent and group activities • Handles plants and animals with care • Willingly participates in outdoor learning in all weathers. • Repeats some actions outdoors • Can name and identify common animals when seen such as: a worm, bird, and squirrel. • Takes part in simple scavenger hunts with adults. • Can move in different directions • Understand the changes in the seasons from Summer to Autumn then Autumn to Winter. • Leaf Man/Leaf creatures • Hedgehog habitat • Remembrance day natural art • Mushroom hunters 	<ul style="list-style-type: none"> • Shows persistence through play • Helps with planting. • Hand tools- gardening tools • Leaves flowers and leafs to grow. • Helps to build wildlife homes. • Helps to feed the birds • Helps to pick litter • Can wrap string or rope around an object. • Understands the changes in the seasons from Autumn to Winter then to Spring • Winter tree identification 	<ul style="list-style-type: none"> • Helps to tidy away after themselves when using resources outside • Creates simple crafts with nature • Make a simple bracelet with a pipe cleaner • Can climb and balance on things with help. • Can walk on different terrains with increasing stability. • Can build a mini shelter with help • Understands the changes of the seasons from Winter to Spring then to Summer. 	<ul style="list-style-type: none"> • Can walk around the outside of the fire pit with prompts. • Can twist two strands of pipe cleaners • Helps to tidy away after themselves when using resources outside. • Can help to carry sticks to a large group shelter. • Understands the changes of the seasons from Spring to Summer. 	<ul style="list-style-type: none"> • Can talk about what they liked/didn't like during the outdoor session in detail. • Understands the changes of the seasons from Spring to Summer.



GENERAL THEMES

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
I AM UNIQUE	AUTUMN MAGIC!	WINTER WONDERLAND	AMAZING ANIMALS	FAIRY TALE EXPERTS	WISH YOU WERE HERE

COMMUNICATION AND LANGUAGE

Talk to parents at 1-1 meetings about language children speak at home. Identify friendship groups

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**.

<p>Whole EYFS Focus - C & L is developed throughout the year through high quality interactions, daily input discussions, Role Play Areas, Reading corners, Guided Reading, Jigsaw, P4C thinking times, MOTE, daily story time, rhyme time singing, speech and language interventions (NELI) and Pie Corbett T4W, assemblies, EYFS celebrations</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your interests/ what do you like / not like to do Talking about Golden Rules Role playing Golden Rules Sharing facts about me! Colour Monster Shared stories Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Learn class songs and rhymes</p>	<p>Tell me a story! Explore favourite familiar story Develop vocabulary Continue to discover interests Retelling favourite stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary</p>	<p>Tell me why! Explore being a detective. Using clues and vocabulary Answer and ask how and why questions... Discovering new interests for new year Explore fascinating facts Story invention – talk it – creating a new page in Polar Bear Story! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Setting up Animal Park Thinking about looking animals Describe events in detail – time connectives Discovering and using animal facts Understand how to listen carefully to each other and why listening is important. Use picture cue cards to talk about an animal: “What colour is it? Where would you find it? What has happened? How can we help?” Sustained focus when listening to Park Ranger narrative</p>	<p>What happened? Setting up Fairy Tale Expert Office Discovering Characters and their Problems Re-read traditional/ different versions of stories so children learn the language necessary to talk about what is happening taking on role of expert. Relate events to their own lives</p>	<p>Time to share! Show and tell Newsflash Weekend news Holiday news Wish you were here! Explore holiday memories Send a postcard from a chosen destination Discovering new destinations in the world Discovering holidays now, then and in the future. Explore how we can help next year’s FS? Engage in a class read</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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 .					
PSHE JIGSAW SCHEME LINKED TO BEHAVIOUR FOR LEARNING AND KEYS TO SUCCESS AT SHERRIER AND P4C RULES LINKED STORIES	Being Me in My World <ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means. 	Celebrating Differences <ul style="list-style-type: none"> I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you how to be a good friend. I can tell you why I think my home is special to me. I can tell you how to be a good friend. I know which words to use to stand up for myself when someone says or does something unkind. 	Dreams and Goals <ul style="list-style-type: none"> I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud. 	Healthy Me <ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me. 	Relationships <ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend. 	Changing Me <ul style="list-style-type: none"> I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.
	Dogger Hands are not for hitting	Elmer Barry the fish with Fingers The Family Book The Dog and the Dolphin	Love Monster Don't Worry Hugless Douglas	Never Talk to Strangers Not Everyone is Nice	Mab and Me George and Martha	I Wonder why Kangaroos have pouches Huge Bag of Worries Look Inside your Body
SELF REGULATION ABILITY OF CHILDREN TO MANAGE THEIR OWN BEHAVIOUR AND ASPECTS OF THEIR LEARNING LINK TO JIGSAW – CHIME TIME – FOCUS ON CALMNESS AND BREATHING	<ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Articulating plans and learning strategies ✓ Thinking before acting ✓ Delaying gratification ✓ Reviewing what they have done. ✓ Persisting in the face of difficulty. <p style="text-align: center;"><i>Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.</i></p>					



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE!	AUTUMN MAGIC!	WINTER WONDERLAND	AMAZING ANIMALS	FAIRY TALE EXPERTS	WISH YOU WERE HERE
PHYSICAL DEVELOPMENT	<p>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.</p>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Mark Making – creative station</p> <p>Show preference for dominant hand</p> <p>Dough Disco/ Pen Disco</p> <p>Draw lines and circles using gross motor movements</p> <p>Tracing and follow the line activities</p> <p>Begin to colour inside the lines of a picture</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Learn correct Tripod Pencil Grip using Froggy Fingers</p> <p>Build things with larger linking blocks eg duplo</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation of letters in their name and following Phonics scheme.</p> <p>Develop a tripod grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Practise forming letters correctly using letter rhymes</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Zipping Up / Buttoning Clothing / Precision Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with a secure tripod grip</p> <p>Correctly form letters</p> <p>Distinct Ascenders and Descenders</p> <p>Draw recognizable pictures</p> <p>Drawing around templates.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle.</p> <p>Colour inside the lines of a picture neatly</p> <p>Start to add extra details to pictures</p> <p>Develop a smaller, neater handwriting style.</p> <p>Distinct capital letters at the start of a sentence.</p> <p>Build things with smaller linking blocks eg Lego</p>
<p>BIG MOVES INTERVENTION IS RAN DURING YEAR TO BOOST CHILDREN'S FINE AND GROSS MOTOR SKILLS INVOLVING PARENTS</p> <p>We ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Encourage children to be highly active and get out of breath several times every day</p>						

Daily opportunities for Fine Motor Activities
Handwriting sessions
2x a week

In CP we have a finger gym table set up.



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE!	AUTUMN MAGIC!	WINTER WONDERLAND	AMAZING ANIMALS	FAIRY TALE EXPERTS	WISH YOU WERE HERE
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 .					
GROSS MOTOR	Spatial Awareness and fun playtime games . Climbing on the pirate ship Making obstacle courses Explore moving in different ways Changing for PE? Developing good personal hygiene Provide regular reminders about thorough handwashing and toileting. Moving to music/songs Treasure Hunts in Big Outside	Develop Spatial Awareness games Exploring ladders Dance related activities for Nativity –moving with confidence to music Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and scooters Bike test	Fiona Five exercises in Big Outside Create work out circuit. Reinforce travelling in different ways Co-operation games ie Parachute games Walk the bike track	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Balancing Games Aiming at a target Handling a wheelbarrow/ long brush/paint brush/watering can/tools	Obstacle activities children moving over, under, through and around equipment. Provide opportunities for children to, spin, rock, slide and bounce. Easter Egg Hunt – hide and seek games Dance / moving to music	Races / team games Balancing games Sports Day races
JASMINE P.E	Unit 1: Personal <u>Co-ordination</u> Footwork <u>Static Balance</u> One leg	Unit 2 : Social <u>Dynamic Balance to Agility</u> Jumping and Landing <u>Static Balance</u> Seated	Unit 3: Cognitive <u>Dynamic Balance</u> On a line <u>Static Balance</u> Stance	Unit 4 : Creative <u>Co-ordination</u> Ball skills <u>Counterbalance</u> With a partner	Unit 5 : Physical <u>Co-ordination</u> Sending and Receiving <u>Agility</u> Reaction and Response	Unit 6 : Fitness <u>Agility</u> Ball Chasing <u>Static Balance</u> Floor Work
BIG MOVES INTERVENTION IS RAN DURING YEAR TO BOOST CHILDREN'S FINE AND GROSS MOTOR SKILLS INVOLVING PARENTS We ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Encourage children to be highly active and get out of breath several times every day						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER WONDERLAND	AMAZING ANIMALS	FAIRYTALE EXPERTS	WISH YOU WERE HERE
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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Baseline Assessment: PM Benchmarking Kit</p> <p>Voting for class storytime book (range of fiction, non-fiction and poetry/rhyme)</p> <p>Having a favourite story/rhyme</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Hold a book the right way round and turn the pages accurately</p> <p>Understand that we read text from left the right</p> <p>Being able to follow a story pattern independently.</p> <p>Have an awareness of Environment print in Foundation Stage</p> <p>Using picture clues to support reading</p> <p>Understand and use the names of the different parts of a book <i>Title, author, illustrator, blurb, publisher, page numbers</i></p> <p><i>Talk about key features such as speech bubbles, pictures, photographs labels</i></p> <p>Begin to follow text with their Peter Pointer as they read.</p> <p>Begin recognizing initial sounds in words.</p> <p>Talk about what they have read</p> <p>Answer simple recall questions</p> <p>VIPERS focus: Vocabulary and Retrieve</p>	<p>Being able to make a prediction based on what might happen</p> <p>Using a story map to retell a story that they have read</p> <p>Develop a love of characters through a series of stories.(Winnie the witch and Percy the park keeper)</p> <p>Recognise sounds in books and begin to blend simple words</p> <p>Sight read some common high frequency words</p> <p>Begin to understand what a word is.</p> <p>Count how many words are in a sentence.</p> <p>Accurate one to one correspondence when pointing at the text</p> <p>Begin spotting 'best friend' sounds in words</p> <p>Recognizing the sounds capital letters make</p> <p>Opportunities to talk and read their their favourite bed time book</p> <p>Talk about characters and key events in stories</p> <p>Retell stories and use new vocabulary in continuous provision and role play</p> <p>Reading story maps</p> <p>Learning new vocabulary from fiction and non-fiction</p> <p>VIPERS focus: prediction and sequence</p>	<p>Star Word Assessment</p> <p>Begin to Fred in Head CVC words</p> <p>Use phonics knowledge to sound out and blend unknown words</p> <p>Reading simple sentences and phrases independently</p> <p>Using phonics knowledge and picture clues to read unfamiliar words</p> <p>Reread a sentence for fluency</p> <p>Begin to use some expression when reading</p> <p>Understand the difference between fiction and non-fiction</p> <p>Introduction to non-fiction books Catherine Barr.</p> <p>Begin to make inferences about a text - how a character is feeling</p> <p>Talk about unknown words and their definitions</p> <p>Give reasons for their answers</p> <p>Text mapping of non-fiction and children recalling key facts (Penguins)</p> <p>Reciting stories with story patterns Polar Bear Polar Bear</p> <p>Begin spelling High Frequency words</p> <p>VIPERS focus : Vocabulary and Explain</p>	<p>Stories from other Cultures and tradition (Africa)</p> <p>Learning unfamiliar vocabulary – Handa’s Surprise.</p> <p>Use this vocabulary in the continuous provision</p> <p>Sequencing stories</p> <p>Applying phonics knowledge to read words. Develop sight vocabulary of star words</p> <p>Talk about different forms of punctuation</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p> <p>Begin to answer find it, prove it questions about books they have read</p> <p>Understanding to split a word into syllables in order to read it</p> <p>Understanding of the difference between a word, sound and sentence</p> <p>Reading Ruth Miskin ditty books –exposure to fiction, non-fiction, poetry.</p> <p>Exploring rhyming words.</p> <p>VIPERS focus : infer</p>	<p>Applying phonics knowledge accurately to read a sentence</p> <p>Read words, phrases and sentences with set 2 sounds</p> <p>Building a repertoire of sight vocabulary including star words.</p> <p>Reading a range of traditional tales and fairy tales</p> <p>Delving into characters in traditional tales. Being a problem solver (mantle of the expert)</p> <p>Discussion of morals in stories</p> <p>Retelling stories with actions and props in role play areas and continued provision</p> <p>Use of story language - once upon a time, in a land far far away.</p> <p>Exploring beginning, middle and end.</p> <p>Innovate a traditional tale to make it their own</p> <p>Explaining main events in stories.</p> <p>Drawing characters from stories</p> <p>Writing lists, letters, invitations, captions, phrases and sentences based on traditional tales</p> <p>VIPERS focus : infer and explain</p>	<p>Applying set 2 phonics knowledge to read sentences accurately.</p> <p>Have an awareness of some set 3 sounds in words they are exposed to</p> <p>Being confident reading words with double consonants</p> <p>Being aware that some words need 'tweaking' after sounding out to make sense – carpet -</p> <p>An understand of some simple spelling rules. E.g. If a 'y' is at the end of a word it can make the 'ee' sound.</p> <p>Build a large bank of sight vocabulary including star words and other common words</p> <p>Reading 2 syllable words correctly</p> <p>mushroom/beetroot/playground</p> <p>Being able to answer questions about what they have read</p> <p>Vocabulary (learn and use new vocabulary) Infer (make an educated 'guess' using the text and pictures , Predict (what might happen next) ,Explain (how you know) Retrieve (key information), Sequence (the main events)</p>
WORD READING	<p>Family Phonics across the Autumn Term to engage parents and to support children’s learning</p> <p>A reading workshop shared with parents to discuss reading expectations at Sherrier and the importance of early reading skills.</p>					



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER WONDERLAND	AMAZING ANIMALS	FAIRYTALE EXPERTS	WISH YOU WERE HERE
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING WORD READING Family Phonics across the Autumn Term to engage parents and to support children's learning	<p>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)</p>					
	Baseline Phonics Assessment Phonic Sounds: m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Reading: Initial sounds oral blending, listening to stories with attention and recall One to one correspondence to the text Using picture clues to support reading. Star words set 1 On, a, the, in, and, to, is, I, he	Phonic Sounds: Fluency in knowing initial sounds Applying phonics knowledge to blend words Reading: Blending CVC words real and alien. Accurate one to one correspondence. Reading star words in books. Demonstrate understanding of what they are reading. Star words Set 2 Dad, yes, it, cat, Mum, dog, get, at, am	Phonic Sounds: Begin teaching digraphs sh, th, ch, ng, nk and double letters ss, ff, ck, ll Reading: Begin reading words with digraphs . Reread sentence for fluency. Develop sight vocabulary for more fluent reading. Using phonics knowledge and picture clues to work out unfamiliar vocabulary. Star words Set 3 she, see, you, big, no, was, we, up, can	Phonic Sounds: Revise digraphs taught and teach blending with 4 and 5 sounds. Reading: Begin reading words by blending in head. Reading a selection of star words confidently to build sight vocabulary. Star words Set 4 for, away, go, this, my, look, are, day, they	Phonic Sounds: Set 2 ay, ee, igh, ow, oo, oo, ar, or, air ,ir, ou, oy Reading: Reading set 2 sounds in words. Reading CVCC and CVC words confidently. Writing star words and assessment Star words Set 5: of, said, going, went, like, me, all, come, play	Phonic Sounds Revisiting set 2 sounds and moving onto set 3 sounds where appropriate. Reading: Reading simple sentences fluently. Reading all star words confidently. Having a wide range of sight vocabulary. Having an understanding of basic punctuation. End of year assessments Transition work with Year 1 staff
PIE CORBETT TEXTS	We're Going on a Bear Hunt	Mog and Meg How the Catch a Star	Where's Spot?	Dear Zoo	The Gingerbread Man	Each Peach Pear Plum Mr Grumpy's Outing
RHYME TIME AND POEMS	Playtime Rhymes: Sally Gardener	Aliens love underpants	The Walker Book of First Rhymes	Monkey and Me	The booktime book of fantastic First poems	A first Poetry book.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER WONDERLAND	AMAZING ANIMALS	FAIRYTALE EXPERTS	WISH YOU WERE HERE
<p>WRITING</p> <p>TFW USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p>	<p>Texts as a Stimulus: Mr Men/Little Miss books</p> <p>Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Children will start to use initial sounds to label characters/images.</p> <p>Purpose for Writing Learning to write letters of their name Name practise Writing name and initial sounds and simple caption exploring which Mr Men/Little Miss Character they are.</p>	<p>Texts as a Stimulus Peace at Last Little Red Hen</p> <p>Continue labelling using initial sounds – use of letter mats to reinforce letter rhymes linked to Phonics Orally telling stories for adults to act as scribes Beginning to write CVC words to label pictures</p> <p>Writing simple captions about pictures from topic.</p> <p>Helping children to identify the sound that is tricky to spell. Sequencing stories</p> <p>Purpose for Writing Recount – what happens at bedtime?</p> <p>Explore imitating a journey tale and Writing what else might happen using simple text map of Little Red Hen</p>	<p>Texts as a Stimulus: 10 Reasons to Love a Penguin</p> <p>Writing some of the tricky words. Segmenting CVC words using Fred Fingers – Then CVCC and CCVC Exploring thinking, saying and writing a sentence.</p> <p>Purpose for Writing Use text mapping –guided writing to think, say and write a factual sentence about penguins.</p>	<p>Texts as a Stimulus: Handa's Surprise Dear Zoo</p> <p>Beginning to use finger spaces between words and seeing words Writing lists eg what need to take to Africa as an Animal Ranger, animals spotted. Orally recounting wild adventure as an animal ranger. Exploring sentences that ask a question. Inventing own letter to the zoo thinking substituting animals like and dislike.</p> <p>Identifying difference between a word, sound and sentence when writing.</p> <p>Purpose for Writing Drawing and labelling own story maps, writing captions and labels, writing simple sentences Adding to story map of Handa's surprise a different animal character and fruit. Creating another page to story – writing a sentence describing animal and fruit and illustrating it.</p>	<p>Texts as a Stimulus: Jack and the Beanstalk</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, leaving finger spaces between words. Writing letters, invitations, wanted posters, speech bubbles linked to traditional tale. Forming lower case letters correctly with ascenders and descenders clear to see. Sequencing stories – beginning, middle and end. Exploring use of story language and time language. Exploring spelling longer words by breaking them into syllables.</p> <p>Purpose for Writing Modelling innovation of traditional story – focus on changing characters, what grows, where to, baddy and what gets stolen as a class. Invite children to tell their story using a text map with substitutions. Write sentences using a range of tricky words that are spelt correctly from favourite part in their own story.</p>	<p>Texts as a Stimulus: What the Ladybird Heard at the seaside Mr Gumpy's Outing</p> <p>Factual writing, writing using a range of tricky words that are spelt correctly and 2 syllable words. Use of descriptive vocabulary to make sentences more interesting Using full stops and capital letters correctly to write sentences independently. Forming capital letters correctly. Reading each others writing – identifying what works well and what to do to improve.</p> <p>Purpose for Writing Recount of a deep sea adventure – what can you see through the porthole?</p>

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER DETECTIVES MAGIC MATHS	AMAZING ANIMALS MAGIC MATHS	FAIRYTALE EXPERTS	WISH YOU WERE HERE

Maths

At Sherrier we see teaching for Mastery in maths as allowing pupils to gain a deep understanding of maths. Allowing pupils to acquire a secure and long-term understanding of maths that allows them to make continual progress to move onto more complex topics. We choose to teach by breaking down maths objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving. We believe that everyone can do maths. Maths is a subject that everyone can and should be able to perform confidently and competently.

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.

<p>Early Mathematical Experiences</p> <ul style="list-style-type: none"> Counting rhymes and songs Classifying objects based on one attribute Comparing objects and sets. Subdivide-dice patterns, fingers, tens frame Ordering objects and sets / introduce manipulatives. Number recognition. Link the numeral to its cardinal number value <p>Pattern and early number</p> <ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns Introduce a 2 part repeating pattern. Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment. <p>Money</p> <ul style="list-style-type: none"> * Coin recognition and values. 1p 2p A number a week. <p>Shape 2D</p> <ul style="list-style-type: none"> Describe Circle, triangle 	<p>Numbers within 5</p> <ul style="list-style-type: none"> Count up to six objects. One more or one fewer/less Order numbers 1 – 5 Conservation of numbers within 5 <p>Addition and subtraction within 5</p> <ul style="list-style-type: none"> Explore addition and subtraction. Number Bonds of each number to 5 <p>Measures</p> <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Calendar and time</p> <p>Days of the week, seasons •Sequence daily events</p> <p>Money</p> <ul style="list-style-type: none"> Coin recognition and values. 5p <p>Shape2D</p> <ul style="list-style-type: none"> Describe square, rectangle, pentagon 	<p>Numbers within 8</p> <ul style="list-style-type: none"> Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Conservation of numbers within 8 <p>Addition and subtraction within 8</p> <ul style="list-style-type: none"> Explore the composition of numbers to 8 Number bonds of each number to 8 Explore addition as counting on and subtraction as taking away <p>Shape 2D</p> <ul style="list-style-type: none"> Describe hexagon, heptagon, octagon <p>Patterns</p> <ul style="list-style-type: none"> 2,3,4 part repeating patterns 	<p>Numbers within 10</p> <ul style="list-style-type: none"> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Conservation of numbers to 10 <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> Explore the composition of numbers to 10. Number bonds to 10-addition and subtraction Explore addition as counting on and subtraction as taking away <p>Doubling and halving numbers to 10</p> <ul style="list-style-type: none"> Doubling and halving and the relationship between them. <p>Money</p> <ul style="list-style-type: none"> Coin recognition and values. 10p Combinations to total 10p 	<p>Shape and pattern</p> <ul style="list-style-type: none"> Introduce 3D shapes Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns <p>Numerical Patterns</p> <ul style="list-style-type: none"> Counting beyond 20 Greater or less Even and odd numbers up to 10 <p>Numbers within 15</p> <ul style="list-style-type: none"> Represent, order and explore numbers to 15 <p>Measures</p> <ul style="list-style-type: none"> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths 	<p>Depth of numbers within 20</p> <ul style="list-style-type: none"> Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards
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FOUNDATION STAGE LONG TERM PLAN 21-22



R.E SYLLABUS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WHERE DO WE BELONG? 3C LINK - COMMUNITY	WHY DO CHRISTIANS PERFORM NATIVITY PLAYS AT CHRISTMAS? 3C LINK - COMMUNITY AND COMPASSION	WHY IS THE WORD 'GOD' SO IMPORTANT TO CHRISTIANS? 3C LINK - CREATIVITY	WHY DO CHRISTIANS PUT A CROSS IN AN EASTER GARDEN? 3C LINK -	WHAT PLACES ARE SPECIAL AND WHY? 3C LINK - COMMUNITY	
<p>Which stories are special and why? Visit this unit throughout the year looking at special stories during each unit.</p> <p>Our Christian value of friendship is explored throughout the year and continues to be developed in year one.</p>					
<p>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.</p>					
<ul style="list-style-type: none"> • What makes us feel special? What makes Christians believe they are special to God? • Why do Christians believe that children are special to God? • Where do we belong? How do you know you belong? What groups do religious people belong to? • How do we show people are welcome? How are babies welcomed into the Christian family? • How are some babies welcomed in the Muslim tradition? • How do Hindu brothers and sisters show their love for each other at a festival? 	<ul style="list-style-type: none"> • Was Jesus always an adult? • What is the story of the first Christmas? • What do birthdays remember? What do people like to do on their birthday? • How do Christians celebrate Jesus's birthday? • What special things to Christians do at Christmas to share God's love? • What is precious to us? Why is Jesus precious to Christians? • What does each part of a Christingle orange mean? • What is Jesus's Golden rule? • What does the Lost coin story mean? • Reflect on "Jesus, Me and My Christmas tree!" 	<ul style="list-style-type: none"> • What does the bible say about God? • Why is God a VIP to Christians? • How do Christians show that God is important to them? • How did God create the world? • How do Christians show respect for God's name? • How does Jesus make God visible to Christians? 	<ul style="list-style-type: none"> • Why is a palm cross a special symbol to Christians? • How do Christians use crosses to celebrate Easter? • What is the Easter Story? • What would an Easter garden look like? Why? • What does forgiveness mean? • What is special about Easter Sunday? • Why is an egg a special symbol at Easter? • Who would you light a candle for? 	<ul style="list-style-type: none"> • Where is special to me? • Where is a special place for Christians to go? • What makes a church special? • Where is a holy place for Muslims to go? • What makes a mosque special? • What is important in a church and a mosque? • How are holy building similar and different? • What is needed to make a truly special place of our own? 	
FESTIVALS	Harvest-Giving thanks to God the creator and	Diwali Christinale	Chinese New Year	Shrove Tuesday, Lent	Queen's Platinum Jubilee

UNDERSTANDING THE WORLD RE

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.

LINKS TO SHERRIER 3 C'S:
COMMUNITY
COMPASSION
CREATIVITY



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER WONDERLAND	AMAZING ANIMALS	FAIRY TALE EXPERTS	WISH YOU WERE HERE
UNDERSTANDING THE WORLD	<p>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.</p>					
LINKS TO FOREST SCHOOL	<p>Identifying who they are their name and what they look like – explore using a mirror. Explore birthdays for class display. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Celebrating starting school with photo day- explore school photos of teachers and parents. Explore similarities and differences.</p> <p>Exploring what they like or don't like to do.</p> <p>Exploring Mr Men and Little Miss Characters – thinking about similarities and make comparisons between different characters</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p>	<p>Investigate a dark box to find out which animals are nocturnal and which animals are diurnal using a torch.</p> <p>Recording findings using a chart.</p> <p>Exploring people who work at night to help us.</p> <p>Creating a hedgehog home - exploring hibernation.</p> <p>Exploring what happens when we fall asleep including bedtime routines</p> <p>Explore the night sky and beyond into space. Naming planets including the planet we live on – Earth – identifying land and water.</p> <p>Designing a new planet.</p>	<p>Explore solving a mystery – looking for clues and being a detective.</p> <p>Explore vocabulary of being a detective.</p> <p>Going on a Winter walk in the school grounds using our senses to explore our surroundings.</p> <p>Explore animals that live in cold places and how they can survive in this habitat.</p> <p>Love to Investigate – Where is coldest/warmest part of our classroom? using an ice cube.</p> <p>Going on an Winter walk in the school grounds using our senses to explore our surroundings.</p> <p>Explore bringing wider world into the classroom eg images, video clips, shared texts and other resources. Listen to what children say about what they see.</p>	<p>Explore animals at Animal Park – naming and describing animals. Classify animals into groups eg fish, amphibians, reptiles, birds and mammals depending on children 's ideas.</p> <p>Explore vocabulary of being an animal ranger - explorer. Map out Animal Park thinking about needs of the animals and humans visiting Animal Park.</p> <p>Love to Investigate – Can you fly like a bird? Etc Explore body parts and special abilities.</p> <p>Use a photo of Animal Park to ensure it is looked after and kept the same. Explore what we can do to take care of animals in Animal Park? Compare animals in Animal Park to wild animals. Compare wild animals to pets</p>	<p>Listening to stories and placing events in chronological order.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Explore fairytale settings and imagine fairy tale worlds. Love to investigate – which material is best to build a house for the three pigs?</p> <p>Plant a bean like Jack. Observe what happens. Sequence life cycle of a bean.</p> <p>Love to Investigate – Can you be a superhero? Explore magnetic materials.</p>	<p>Explore signs of summer – what happens in the summer?Talk about our homes and what there is to do near their homes – explore local area. Explore where we might go on our summer holiday using children's experiences. What will we need to pack and why?Explore how to keep cool in the Summer.Explore stranger danger –talk about occupations and how to identify strangers that can help them when they are in need.Eg getting lost</p> <p>Explore going to the seaside then and now – what has changed over time – Magic Grandad including transport.</p> <p>Explore seaside traditions eg Punch and Judy show – Oh I do Like to be Beside the Seaside!</p> <p>Explore features of the seaside compared to Lutterworth – what is the same/ what is different.</p> <p>Investigate Materials: Floating / Sinking – boat building challenge linked to Freddie Four! Metallic / non-metallic objects.</p>



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER WONDERLAND	AMAZING ANIMALS	FAIRY TALE EXPERTS	WISH YOU WERE HERE
UNDERSTANDING THE WORLD	<p>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.</p>					
LINKS TO FOREST SCHOOL	<p>Talking about what they do with their family and places they have been with their family</p> <p>Read fictional stories about being unique. Explore families and start to tell the difference between real and fiction.</p> <p>Name parts of body we use for each of our senses. Promote exploring with our senses and how to keep safe.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find Mr Men/Little Miss characters within our learning environment.</p> <p>Going on an Autumn walk in the school grounds using our senses to explore our surroundings and the natural world. Explore change in leaves and weather.</p> <p>Love to Investigate– Are all leaves the same?</p> <p>Looking closely at things found on Autumn walk using magnifiers</p>	<p>Explore creating own Winnie the Witch magic spells- explore ingredients to mix together.</p> <p>Can talk about what they have done with their families during Christmas’ in the past – explore family traditions.</p> <p>Explore Christmas toys now and then – how have toys changed</p> <p>Ask parents/grandparents about favourite Christmas toys</p>	<p>Explore weather forecasting from town where we live. Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Provide opportunities to note and record the weather.</p> <p>Start to explore country where live.</p> <p>Finding our country on a world map/globe.</p> <p>Finding Arctic and Antarctic on a world map/globe.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p>	<p>Introduce children to Africa</p> <p>Explore comparing places on Google Earth.</p> <p>Explore life of child in Masai tribe . Can children comment on weather, culture, clothing, housing. Compare to our own life eg My home and Akeyo’s home.</p> <p>Use Handa’s Surprise to explore a different culture – Africa</p> <p>Explore tasting fruits from around the world and record likes and dislikes on a chart.</p> <p>Go on an African safari- navigate around the middle area to find location of African animals.</p> <p>Share Tinga Tales – different folk tales/versions of tales</p> <p>Explore the world around us and see how it changes in Spring. – look for signs of Spring on a Spring Walk in the school grounds.</p> <p>Draw pictures of signs of Spring.</p>		<p>Explore animals that live in the sea – Go on a deep sea adventure.</p> <p>Explore pollution of our seas and how we can help. Look at what rubbish can do to our environment and animals Discuss recycling plastic. How can we take care of our natural world around us? FS litter picking hunt.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation, writing (a postcard) and play.</p> <p>Explore where in the world isChildren choose a dream destination – how did you get there, what is it like, how long will you stay for. Encourage children to reflect on previous learning. Explore sending a postcard including some features of place staying.</p>



FOUNDATION STAGE LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I AM UNIQUE	AUTUMN MAGIC	WINTER WONDERLAND	AMAZING ANIMALS	FAIRY TALE EXPERTS	WISH YOU WERE HERE
EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>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.</p>					
<p>Painting, 3D modelling, messy play, collage, gluing, cutting, colouring, mindful colouring, weaving, illustrating work, assembling using masking tape, glue etc ,drama, role play, threading, moving to music, fine motor skills activities, playing in a band with percussion instruments, singing songs linked to FS and topics. Children to produce a piece of art work each half term to be displayed for "Celebration wall" for school/parents to show how drawings have developed. Children to talk about and explain their work to others. Children will have the opportunities to learn and perform songs and learn nursery rhymes.</p>	<p>Self Portraits in pencil and Paint</p> <p>Group Mr Men/Little Miss Collages</p> <p>Junk modelling</p> <p>Beginning to mix colours</p> <p>Exploring symmetry – leaves and planets</p> <p>Provide opportunities to work alone or together to develop and realise creative ideas using the creation station.</p>	<p>Designing and making clay divas</p> <p>Chalk Rangoli Patterns</p> <p>Winnie the Witch inspired art work with wax crayons/chalk</p> <p>Firework pictures</p> <p>Designing homes for hibernating animals.</p> <p>Christmas crafts/cards.</p> <p>Christmas decorations</p>	<p>Winter animal paintings</p> <p>Ripped penguins</p> <p>Chinese new year masks</p> <p>Chinese New year lanterns/fans</p> <p>Chinese New Year concertina dragon</p> <p>Exploring Chinese music and playing instruments loudly to chase away bad luck.</p> <p>Dragon Dancing to Chinese Music</p>	<p>Observing different patterns</p> <p>Recreating stripes and spots.</p> <p>Colour mixing primary colours to make secondary colours</p> <p>Lion fork printing.</p> <p>Exploring printing.</p> <p>Lion paintings</p> <p>African Art/Patterns</p> <p>Basket weaving</p> <p>Assembling animals</p> <p>Design and Make an African mask</p> <p>Learn a traditional African song and dance and perform it</p> <p>Mother's Day Crafts and card– a bunch of flowers</p> <p>Easter Crafts - egg patterns/Easter garden designs.</p>	<p>Use different textures and materials to make houses for the three little pigs</p> <p>And bridges for the Three Billy Goats</p> <p>Design new outfits for characters eg three bears, disguise for wolf</p> <p>Fairy tale castle models</p> <p>Use of story maps, props, puppets and story bags to encourage children to retell, invent and adapt stories</p>	<p>Sand Pictures</p> <p>Rainbow fish collages</p> <p>Paper Plate Jellyfish</p> <p>Puppet shows – Punch and Judy + a range of props for play which encourages imagination.</p> <p>Making a church and a temple from junk modelling</p> <p>Making boats</p> <p>Making colours darker and lighter by adding black or white.</p> <p>Wax resistant painting</p> <p>Father's Day crafts</p>










FOUNDATION STAGE LONG TERM PLAN 21-22

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EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>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.</p>					
MUSIC WITH MISS CLARKE	<p>SINGING FAMILIAR SONGS</p> <p>Sing a large repertoire of songs (nursery rhymes)</p> <p>Sing in a group or own their own</p>	<p>SINGING & PERFORMING NATIVITY</p> <p>Remember & sing entire songs</p> <p>Pitch match</p> <p>Sing a melodic shape</p> <p>Combine movements with fluency</p> <p>Perform in groups</p>	<p>EXPLORE SOUNDS AND UNTUNED PERCUSSION INSTRUMENTS</p> <p>Play instruments with increasing control</p> <p>Group instruments by material and by playing technique</p>	<p>Create and change sounds</p> <p>Order sounds</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>LISTEN & RESPOND PETER & THE WOLF</p> <p>Listen with increased attention to sounds</p> <p>Listen attentively and move, and talk about the music, expressing themselves</p>	<p>Create their own song or improvise around one they know</p> <p>Explore, use & refine a variety of artistic effects</p> <p>Build on previous learning</p>

SHERRIER FOUNDATION STAGE LONG TERM PLAN 21-22



EARLY LEARNING GOALS – FOR THE END OF THE YEAR – HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>