



Foundation Stage Planning

Scotholme Primary

M. Rodriguez

FS1 Area of Learning	Autumn 1 My Body- A child like Me	Autumn 2 People who help us	Spring 1 Traditional Tales	Spring 2 Planting and growing	Summer 1 On the Farm/ Life cycles	Summer 2 Bear Hunt/Harry Goes to School
Learning Challenge	What makes you special?	How can superheroes help us?	What is so special about the Gingerbread man?	How do plants grow?	What would happen if there were no farms?	Getting ready for transition to F2. What is so special about finding the bear?
Quality Texts	<p>Spot goes to School Where's Spot?</p> <p>Heads and shoulders One finger, one thumb I've got a body Clap your hands and wiggle your fingers</p>	<p>ELS Simple People who help us books (police, librarian etc.) Spot's First Christmas The Tiger Who Came to Tea</p>	<p>Gingerbread man 3 Little Pigs Little Billy Goats Gruff Goldilocks Traditional Rhymes- Hickory Dickory Humpty Dumpty etc.</p>	<p>Planting and growing non-fiction books Planting a bean Jack and the Beanstalk</p>	<p>Spot goes to the Farm Simple non-fiction books Farmer Duck The Very Hungry Caterpillar</p>	<p>We're going on a Bear Hunt Harry books Spot goes to school Books to help transition to F2.</p>
<p>Communication & Language</p> <h1>Literacy</h1>	<p>Listens to and joins in with repeated refrains of rhymes. (36 mths) Listens to an adult talking by sitting still, and looking. Listens to a short, simple story with clear pictures. (36 mths) Can make a simple request to make sure own needs are met. Can answer a 'What question' (36 mths) Is Able to recognise and name familiar objects from photograph or picture. (24mths)</p>	<p>Listens to and joins in with repeated refrains of rhymes. (36 mths) Listens to an adult talking by sitting still, and looking. Listens to a short, simple story with clear pictures. (36 mths) Can make a simple request to make sure own needs are met. (36 mths) Can answer a 'What question' Answer simple questions about themselves. Uses language to find out: 'What's that?' 'Why?' (30 mths)</p>	<p>Anticipate phrases in stories (48 mths) Listens and attends to a dialogue in a small group of 3 or more children. (42 mths)</p>	<p>Anticipate phrases in stories (48 mths) Listens and attends to a dialogue in a small group of 3 or more children. (42 mths)</p>	<p>Uses talk to retell events and stories (54 mths) Understanding who what where and why questions (54 mths) Uses talk to retell events and simple stories, ask questions (54 mths) Anticipate phrases in stories (48 mths)</p>	<p>Uses past present and future tenses correctly (54 mths) Understanding who what where and why questions (54 mths) Listens to others and stories in small groups (48 mths)</p>

<p>Self confidence and awareness</p> <p>PSHE</p>	<p>Expresses own preferences, needs and interests. (36 mths) Chooses own activities, has a favourite friend, story, game) (36 mths) Copies everyday adult activity with support and engages in symbolic play. (24 mths)</p>	<p>Shows an awareness of the feelings of others. (42 mths) Knows when they have hurt or upset a friend.</p> <p>Expresses own preferences, needs and interests. (36 mths)</p>	<p>Can initiate an interaction with other children. (48 mths)</p> <p>Shows an awareness of the feelings of others. (42 mths)</p>	<p>Can initiate an interaction with other children. (48 mths)</p> <p>Shows an awareness of the feelings of others. (42 mths)</p>	<p>Selects and uses own resources, asks for help and is confident to interact with others. (54 mths)</p> <p>Can initiate an interaction with other children. (48 mths)</p>	<p>Selects and uses own resources, asks for help and is confident to interact with others. (54 mths)</p> <p>Can initiate an interaction with other children. (48 mths)</p>
<p>Managing feelings</p> <p>PSHE</p>	<p>Is able to explore or try out a new activity or experience with adult support. (36 mths) Growing sense of will and determination. (24mths)</p>	<p>Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met. (42 mths)</p> <p>Is able to explore or try out a new activity or experience with adult support. (36 mths)</p> <p>Emotionally less dependent upon adults but still requires reassurance in unfamiliar situations. (30 mths)</p>	<p>Is able to adapt behaviour to changes in familiar routine. (48 mths)</p> <p>Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met. (42 mths)</p>	<p>Is able to adapt behaviour to changes in familiar routine. (48 mths)</p> <p>Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met. (42 mths)</p>	<p>Is able to take turns, accepts the needs of others and is aware of the consequences of their actions (54 mths)</p> <p>Is able to adapt behaviour to changes in familiar routine. (48 mths)</p>	<p>Is able to take turns, accepts the needs of others and is aware of the consequences of their actions (54 mths)</p> <p>Is able to adapt behaviour to changes in familiar routine. (48 mths)</p>
<p>Making relationships</p> <p>PSHE</p>	<p>Will approach familiar adults when upset, excited or want to play. (36 mths) Parallel play present. Plays contentedly near other children but not with them. (24 mths)</p>	<p>Will approach familiar adults when upset, excited or want to play. (36 mths)</p>	<p>Will willingly approach others to play. (initiate) (42 mths)</p> <p>Can play in a group with friends suggesting ideas. (48 mths)</p>	<p>Can play in a group with friends suggesting ideas. (48 mths)</p> <p>Will willingly approach others to play. (initiate) (42 mths)</p>	<p>Has a good relationship with peers and familiar adults. (54 mths)</p> <p>Can play in a group with friends suggesting ideas. (48 mths)</p>	<p>Has a good relationship with peers and familiar adults. (54 mths)</p> <p>Can play in a group with friends suggesting ideas. (48 mths)</p>

<p>Literacy</p> <p>Reading</p>	<p>Letters and Sounds</p> <p>Nursery Rhymes</p> <p>Play with sounds</p> <p>Handle a book</p> <p>Following instructions</p> <p>Handle a book</p> <p><u>Reading</u></p> <p>Shows an emotional response when looking at or sharing a book. (24 mths)</p> <p>Able to fill in the missing word, when a story is read to them. Can use sign or speech. (24 mths)</p> <p>Uses finger puppets, props and everyday resources to play with songs, rhymes or stories. (30 mths)</p> <p>Points to objects, pictures or photographs to indicate a choice. (30 mths)</p> <p>Listens attentively to a story in the provision. (36 mths)</p> <p>Can recognise or match pictures or labels and silhouettes to objects in the environment. (36 mths)</p>	<p>Letters and sounds</p> <p>Nursery Rhymes</p> <p>Play with sounds</p> <p>Handle a book</p> <p>Following instructions</p> <p>Handle a book</p> <p>Initial letter sounds</p> <p>Rhyme and rhythm</p> <p>Writing their names</p> <p>Bear words</p> <p><u>Reading</u></p> <p>Listens attentively to a story in the provision. (36 mths)</p> <p>Uses own illustrations and props to retell a story. (42 mths)</p> <p>Story maps, story area, home corner to reflect current story.</p> <p>Engages in story talk when in the role-play/small world. (42 mths)</p> <p>Knows that print carries meaning and knows how to handle books (48 mths)</p> <p>Plays with rhyming words and alliteration and says some letter sounds (48 mths)</p>	<p>Letters and Sounds</p> <p>Nursery Rhymes</p> <p>Play with sounds</p> <p>Handle a book</p> <p>Following instructions</p> <p>Handle a book</p> <p>Initial letter sounds</p> <p>Rhyme and rhythm</p> <p>Writing their names</p> <p>Segmenting and blending</p> <p>Rhyme and rhythm</p> <p>Using letters to communicate meaning</p> <p>Read simple books</p> <p>Bear words</p> <p><u>Reading</u></p> <p>Uses own illustrations/prop to retell a story. (42 mths)</p> <p>Story maps, story area, home corner to reflect current story.</p> <p>Engages in story talk, role play/small world. (42 mths)</p> <p>Know print carries meaning and can handle a book. (48 mths)</p> <p>Plays with rhyming words and alliteration and says some letter sounds. (48 mths)</p> <p>Recognises familiar labels and their own name. (54 mths)</p> <p>Hears and says initial sounds in words. (54 mths)</p>
--------------------------------	---	---	--

<p>Writing Literacy</p>	<p>Makes marks in different media. (36 mths) Variety of different materials out to encourage the children to explore</p> <p>Uses pincer grip in play to hold small objects, cards and when eating food (36 mths) (lots of cooking, trying new foods, using utensils)</p> <p>Uses extended arms when moving, dancing or climbing (24 mths) Soft play, crates, ribbons for music outside.</p> <p>Uses hands to explore different textures. (24 mths)</p>	<p>Makes marks in different media. (36 mths) Variety of different materials out to encourage the children to explore</p> <p>Uses pincer grip in play to hold small objects, cards and when eating food (36 mths) (lots of cooking, trying new foods, using utensils)</p> <p>Uses hands to explore different textures. (24 mths)</p>	<p>Mark making shows variation in shape and form. (42 mths)</p> <p>Engages in mark making in their play (42 mths) Opportunities for writing need to be prominent in every area at all times.</p> <p>Engages in making messages for others from their pictures, painting and in their play. (48 mths)</p>	<p>Recognises and writes some letters from their own name. (48 mths)</p> <p>Engages in making messages for others from their pictures, painting and in their play. (48 mths)</p> <p>Engages in mark making in their play (42 mths) Opportunities for writing need to be prominent in every area at all times.</p>	<p>Engages in making messages for others from their pictures, painting and in their play. (48 mths)</p> <p>Recognises and writes some letters from their own name. (48 mths)</p> <p>Uses groups of letters or letter-like shapes when writing. (54 mths)</p> <p>Ascribes meaning to the marks they make. (54 mths)</p>	<p>Engages in making messages for others from their pictures, painting and in their play. (48 mths)</p> <p>Recognises and writes some letters from their own name. (48 mths)</p> <p>Uses groups of letters or letter-like shapes when writing. (54 mths)</p> <p>Ascribes meaning to the marks they make. (54 mths)</p>
-----------------------------	--	---	--	---	--	--

<p>People and Communities</p> <p>PSHE</p>	<p>People who help us in school: Office Teachers Admin Shows awareness of belonging to a small group. (24mths)</p>	<p>Police visit Fire engine visit</p> <p>Can remember and share recent events they have been part of. (36 mths) Photographs of police/fire engine visit.</p>	<p>People all over the World</p> <p>Talks about or responds to events in their personal history. (42 mths) Chinese New Year celebrations, Eid</p>	<p>Shows care and concern for living things and the environment. (42 mths)</p> <p>Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world (48 mths)</p> <p>Watching plants grow, caring for them. Knows how specific customs are celebrated within their own culture. (54 mths) Eid</p>	<p>Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world (48 mths)</p> <p>Understands that different people perform different roles. (48 mths) Farm rangers.</p> <p>Looks closely at similarities, differences, patterns and change. (54 mths) Seasons, watching the plants from last half-term grow.</p>	<p>Understands that different people perform different roles. (48 mths)</p> <p>Looks closely at similarities, differences, patterns and change. (54 mths)</p>
<p>The world</p> <p>Geography</p>	<p>All about me -</p> <p>Can identify significant people in their lives. (30 mths)</p> <p>Able to share things they know about the places which are familiar to them (parks, shops). (36 mths)</p>	<p>Able to share things they know about the places that are familiar to them. (36 mths) Talk about park, doctors, home, mosque</p> <p>Talks about or responds to events in their personal history. (42 mths) Fire engine visit/ police visit.</p>	<p>Can remember and share recent events they have been part of. (36 mths) Eid celebrations, Market square trip.</p>	<p>Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world (48 mths)</p> <p>Watching plants grow, caring for them. Knows how specific customs are celebrated within their own culture. (54 mths) Eid</p>	<p>Understands that different people perform different roles. (48 mths) Farm rangers.</p> <p>Looks closely at similarities, differences, patterns and change. (54 mths) Seasons, watching the plants from last half-term grow.</p>	<p>Looks closely at similarities, differences, patterns and change. (54 mths)</p>
<p>SCIENCE</p> <p>Things to celebrate/remember</p> <p>RE</p>	<p>Harvest Festival Diwali Birthdays Goosefair Talking about their own holidays/travelling/local experiences</p>	<p>Bonfire night Remembrance Day Children in Need Christmas</p>	<p>Chinese New Year Pancake Day Valentine's Day Mother's Day Red Nose Day Easter</p>	<p>May Day Eid - Ul-Fitr</p>		<p>Eid= Ul-Edha Chinese Dragon Boat Festival</p>

<p>The World</p> <h1>History/ RE</h1>	<p>Able to share things they know about the places which are familiar to them (parks, shops). (36 mths)</p> <p>Harvest Diwali</p>	<p>Changes over time. Leaves/fruits /seeds Animals that hibernate Animals that migrate.</p> <p>Shows care and concern for living things and the environment. (42 mths)</p>	<p>Cultural factors and morals in the stories</p> <p>Looking at China</p> <p>History of Easter</p>	<p>Impact of animals and plants on the world</p> <p>Shows care and concern for living things and the environment. (42 mths)</p>	<p>Shows care and concern for living things and the environment. (42mths)</p> <p>Responds to experiences and exploration of why things work in the natural and made world. (48mths)</p>	<p>People having different roles</p> <p>Responds to experiences and exploration of why things work in the natural and made world. (48mths)</p> <p>Looks closely at similarities, differences, patterns and change. (54 mths)</p>
<p>Seasons and weather</p>	<p>Autumn</p>	<p>Winter</p>	<p>Spring</p>	<p>Spring</p>	<p>Summer</p>	<p>Summer</p>

<p>Number</p> <p>MATHS</p>	<p>Uses number names in play. (36 mths) Shows an interest in numbers in the environment. (36 mths)</p> <p>Organises a set of natural everyday objects in a group (30mths)</p> <p>Participates in number Rhymes and action games (24 mths)</p> <p>Matches an object to another object or picture during play. (24 mths)</p>	<p>Makes comparisons between different quantities. (indicates more/less/same) (42 mths)</p> <p>Can count alongside actions in games, rhymes and songs. (demonstrating 1:1 correspondence verbally or through action) (42 mths)</p> <p>Uses number names in play (36 mths)</p> <p>Shows an interest in numbers in the environment. (36 mths)</p>	<p>Makes comparisons between different quantities. (indicates more/less/same) (42 mths)</p> <p>Can count alongside actions in games, rhymes and songs. (demonstrating 1:1 correspondence verbally or through action) (42 mths)</p> <p>Recites numbers in order to 10. (48 mths)</p> <p>Uses graphic representation to record number explorations in pictures and mark making. (48 mths)</p>	<p>Recites numbers in order to 10. (48 mths)</p> <p>Uses graphic representation to record number explorations in pictures and mark making. (48 mths)</p>	<p>Recognises numerals of personal significance. (four different numerals - age/door number etc) (54 mths)</p> <p>Counts at least 4 objects with 1:1 correspondence. (54 mths)</p> <p>Uses graphic representation to record number explorations in pictures and mark making. (48 mths)</p>	<p>Recognises numerals of personal significance. (four different numerals -age/door number etc) (54 mths)</p> <p>Counts at least 4 objects with 1:1 correspondence. (54 mths)</p> <p>Uses graphic representation to record number explorations in pictures and mark making. (48 mths)</p>
-----------------------------------	--	---	---	--	--	---

<p>Shape Space and Measures</p> <p>MATHS</p>	<p>Engages in lining up, placing, arranging and repositioning materials. (36 mths)</p> <p>Understands that there is an order and sequence to familiar events (36 mths)</p> <p>Palys with 3D solid shapes to construct. (30 mths)</p> <p>Fills and empties containers. (30 mths)</p> <p>Builds a tower or creates lines with objects (24 mths)</p> <p>Uses signs or speech to request more. (24 mths)</p>	<p>Engages in lining up, placing, arranging and repositioning materials. (36 mths)</p> <p>Understands that there is an order and sequence to familiar events (36 mths)</p> <p>Understands positional language. (42 mths)</p>	<p>Understands positional language. (42 mths)</p> <p>Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes. (42 mths)</p> <p>Is able to name simple geometric shapes. (48 mths)</p>	<p>Understands positional language. (42 mths)</p> <p>Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes. (42 mths)</p> <p>Is able to name simple geometric shapes. (48 mths)</p>	<p>Uses everyday language to describe patterns in nature or urban environments. (54 mths)</p> <p>Is able to name simple geometric shapes. (48 mths)</p> <p>Uses everyday language to describe measures (size, weight, time, and capacity) when designing or building. (48 mths)</p> <p>Uses comparative language to describe patterns in nature or urban environments. (54 mths)</p>	<p>Uses everyday language to describe size, weight, capacity and time. (54 mths)</p> <p>Is able to name simple geometric shapes. (more than 4) (54 mths)</p> <p>Is able to name simple geometric shapes. (48 mths)</p> <p>Uses everyday language to describe measures (size, weight, time, and capacity) when designing or building. (48 mths)</p>
<p>Technology</p> <p>DT and Science</p>	<p>Responds to photographs and/or DVD clips of shared events/familiar people or places (30 mths)</p> <p>Understands the action of pressing a button/ lifting flaps. (24months)</p>	<p>Uses and responds to real or improvised technological resources (36 mths)</p> <p>Responds to photographs and/or DVD clips of shared events/familiar people or places (30 mths)</p> <p>Market square trip.</p>	<p>Uses and responds to real or improvised technological resources (36 mths)</p> <p>Uses technologies to share experiences with others and shares experiences of using technology. (42 mths)</p>	<p>Uses technologies to share experiences with others and shares experiences of using technology. (42 mths)</p> <p>Uses technologies, with support, to find out more about the world around them. (48 mths)</p>	<p>Uses technologies, with support, to find out more about the world around them. (48 mths)</p> <p>Uses technology to enhance, change or recreate within a learning experience. (54 mths)</p>	<p>Uses technologies, with support, to find out more about the world around them. (48 mths)</p> <p>Uses technology to enhance, change or recreate within a learning experience. (54 mths)</p>

<p>PE</p>	<p>Circle games Farmers in his Den Soft play Parachute games</p> <p>Climbs using hands and feet and able to use equipment that requires pulling and pushing. (36 mths) Pulling crates, climbing frame etc) Can move up and down a step/slope maintaining balance. Holds and manipulates tools using a fist or pincer grip (30 mths) Squats with steadiness and rises to feet with balance and picks up and holds objects with precision. (24 mths)</p>	<p>Make a circle Circle games Farmers in his Den Parachute games</p> <p>Walks up steps using alternating feet one foot to each step and is able to use resources that require twisting, turning and rotating. (42 mths) Climbing frames, hoops, hop scotch, obstacle courses)</p> <p>Climbs using hands and feet and able to use equipment that requires pulling and pushing. (36 mths)</p>	<p>Make a circle Circle games Farmers in his Den Parachute games</p> <p>Walks up steps using alternating feet one foot to each step and is able to use resources that require twisting, turning and rotating. (42 mths) Climbing frames, hoops, hop scotch, obstacle courses)</p>	<p>Uses cross lateral movement to move forward and negotiate space when moving through tunnels, dens when on made or created vehicles and able to turn the pages in a book. (48 mths)</p> <p>Obstacle courses, animal games, moving in different ways etc)</p>	<p>Circle games Move around the hall to find a space. Walking Crawling Slithering Jumping Beans game.</p> <p>Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment. (54 mths) Uses cross lateral movement to move forward and negotiate space. (48 mths)</p>	<p>Apparatus and Soft Play. Moving on top , below and through in different ways. Jumping off and landing safely.</p> <p>Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment. (54 mths)</p> <p>Uses cross lateral movement to move forward and negotiate space. (48 mths)</p>
<p>Heath and self-care</p> <p>PSHE</p>	<p>Attempts to communicate toilet needs. (30 mths)</p> <p>Is able to feed themselves using a utensil (spoon or fork). (24 mths)</p>	<p>Is becoming independent in self-care and manages this with support. (36 mths)</p> <p>Attempts to communicate toilet needs. (30 mths)</p>	<p>Attempts to dress self. (42 mths)</p>	<p>Is aware of safety and manages risk with support. (48 mths)</p>	<p>Is aware of safety and manages risk with support. (48 mths)</p>	<p>Is dry and clean during the day and manages own basic hygiene. (54 mths)</p>

<p>Exploring Media and Materials</p> <p>ART</p> <p>MUSIC</p> <p>DT</p>	<p>Responds to a wide range of media and materials showing an understanding that they can manipulate and create effects with these. (36 mths)</p> <p>Explores the texture, movement, feel and look of different materials. (30 mths)</p> <p>Uses everyday objects and instruments to make sound/music. (24 mths)</p>	<p>Representations and responses show understanding that different media and materials will support the expression of their own ideas. (42 mths)</p> <p>Responds to a wide range of materials showing a wide range of media and materials showing an understanding that they can manipulate and create effects with these. (36 mths)</p>	<p>Representations and responses show understanding that different media and materials will support the expression of their own ideas. (42 mths)</p> <p>Constructs and creates with a purpose in mind using a variety of resources. (48 mths)</p>	<p>Representations and responses show understanding that different media and materials will support the expression of their own ideas. (42 mths)</p> <p>Constructs and creates with a purpose in mind using a variety of resources. (48 mths)</p>	<p>Constructs and creates with a purpose in mind using a variety of resources. (48 mths)</p> <p>Uses simple tools and techniques competently and appropriately to create something new. (54 mths)</p>	<p>Uses simple tools and techniques competently and appropriately to create something new. (54 mths)</p>
<p>Being Imaginative</p> <p>ART</p>	<p>Plays alongside other children who are exploring new ideas. (36 mths)</p> <p>Beginning to make believe by pretending. (30 mths)</p> <p>Imitates sounds from the natural or made world. (24 mths)</p>	<p>Creates or builds new 'worlds', stories or scenarios. (42 mths)</p> <p>Plays alongside other children who are exploring new ideas. (36 mths)</p>	<p>Creates or builds new 'worlds', stories or scenarios. (42 mths)</p>	<p>Uses a resource or material in a different or unusual way, showing intent as they do so. (48 mths)</p>	<p>Uses a resource or material in a different or unusual way, showing intent as they do so. (48 mths)</p> <p>Plays cooperatively as part of a group to develop and act out a narrative. (54 mths)</p>	<p>Uses a resource or material in a different or unusual way, showing intent as they do so. (48 mths)</p> <p>Plays cooperatively as part of a group to develop and act out a narrative. (54 mths)</p>

Wow factor/celebration	Walks around school.	Christmas Market	Movie day-Looking at Traditional Tales	Growing own vegetables and eating them.	White post farm	Transition into F2, looking and exploring the environment.
Challenging stereotypes	Emphasise that both boys and girls can like all colours, all toys, etc	Mixed gender roles: Male/female police/ambulance/doctors/dancers etc	Traditional stories that show male and female as heroes/leads	Male and female gardeners.	Male and female farmers.	Boys and girls can like dinosaurs/bears.
(CO-JO)	<p>TEAMWORK→ Mission 1</p> <p>Introducing character Tanisha Teamwork</p> <p>Mission Brief: Collect materials from the garden or outdoor environment as a team before the bucket is full/tips over.</p>	<p>Mission 2 → Introduce new character, Charlie Talker.</p> <p>I will listen and share with everyone.</p> <p>Mission Brief: Guide each other across the fast flowing river.</p>	<p>Mission 3 → To introduce Elliott Excellence.</p> <p>I will do my best.</p> <p>Mission Brief: To climb to the top of the mountain just like Elliott did without giving up.</p>	<p>Mission 4 → To introduce Hoorain Happy.</p> <p>I can do it.</p> <p>Mission Brief: To get down the mountain collecting as many items as possible.</p>	<p>Mission 5 → introduce Sophie Feelings.</p> <p>Mission Brief: To help CJ Bear to know his emotions.</p>	<p>Mission 6 → Introduce Kevin Kindness.</p> <p>Mission Brief: To get Mr Owl the help he needs.</p> <p>Mission 7 → Introduce Rayaan Resilience.</p> <p>Mission Brief: To get the food to the bear.</p>