Barleyhurst Park Primary School

Foundation stage long term plan: Summer 1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CLL** | | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | **Understanding of the world** | |
| Week  1  Trains | Talk partners  Discussing the features of the story and retelling the story orally, with actions. | | Net games with Sports coach  Athletics with class teacher | Children to engage in more imaginative play with changing roles | Building numbers beyond 10  Children to use tens frames to understand 10 and some more | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Story writing  Children to use the structure of the story,  *The train ride*  To create their own strory | Journey to Grandpa  Song, with musical instrument.  \*Continue the song throughout the half term. Discussing sounds of vehicles, how the sounds and song make us feel. | | Sorting  Children to sort the different modes of transport to a given criteria.  \*Children to discuss the types of transport they have travelled on and where/who they went with. |
| Week  2  Bikes | Talk partners  Children to discuss their bike/scooters with their friends. | | Net games with Sports coach  Athletics with class teacher | Children to learn about how to keep safe in school; how to take risks | Verbal counting patterns  Children to count verbally to 20 and beyond; count forwards and back; count in 2s | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Labelling of bikes  Children to write labels for bikes/scooters.  Descriptive sentence  Children to write a descriptive sentence about their bike/scooter | Observational drawings  Children to make an observational drawing of bikes/scooter  Discuss potential shading of observational pictures with children. | | How a bike works  Children to have an understanding of how a bike works and keeping safe while using them.  \*Discuss local routes they have travelled on bike/scooter. Could you draw a map? |
| Week  3  Space rocket | Talk partners  Children to discuss what they would do or take with them to the moon.  *How would you feel?* | | Net games with Sports coach  Athletics with class teacher | Children to learn how to take others’ feelings into account; help others without being asked | Addition and subtraction  Add/subtract by counting on and counting back | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Whatever next  Postcard from the moon.  *How does Baby bear feel?* | Milk bottle space rocket  Children to create own rocket using tools and resources. Discuss the different colours used and how to make different shades by mixing | Old and new transport  Children to create a picture timetime showing how bikes and cars have changes.  \*Children to discuss the similarities and differences | |
| Week  4  Space rocket | Talk partners  Children to discuss where they walk to .e.g. to Nanny’s house/Tesco  *Where would you like to go on a walk?* | | Net games with Sports coach  Athletics with class teacher | Children to learn how to solve problems more independently | Addition and subtraction  Record addition and subtraction number sentences | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Whatever next  Children to change the story and write their own version | Weaving  Children to choose and select material to create a weaved flag to go onto the space rocket. | Our own environment  Children to draw and label a map of the school grounds  \*Talk about the plants/flowers the children saw. Discuss growth and change. | |
| Week  5  Boats/Pirates | Talk partners  Children to talk about their own family car and their experiences | | Net games with Sports coach  Athletics with class teacher | Children to learn about healthy choices with regard to food,exercise and dental hygiene | Revision of number bonds  Recall addition facts within 5 and learn subtraction facts within 5 | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Treasure maps with directions  Children to draw and label a treasure map and write clues | Boats  Children to make their own boat using tools and resources. Children to print a pattern on boat. | Float or sink  Children to predict if objects float and sink.  Planting  Children to plant own broad bean at school and then take home at half term, filling in diary | |
| Week  6 | | Specialist week | | | | | | | |