Barleyhurst Park Primary School

Foundation stage long term plan: Autumn 1

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|  | **CLL** | **PD** | | **PSED** | | | **MD** | | **Literacy** | **Creative arts** | | **Understanding of the world** |
| Week  1/2 | On entry assessment.  Adult and child lead activities will be set up to support observation | | | | | | | | | | | |
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| Week  3  All about  me | *Who is in your family?*  Children to talk about their home life  (family/age/likes) | Sports coach: Fundamental Movement skills  Class teachers: Dance – Phase 7 | | Daily routine  Know what to do in my class  Circle times  Talk about themselves: likes/dislikes | | | How many..  Children to count objects,sounds,actions  *How many are there?* | | Guess who?  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing/ mark making  -Children to create books about themselves…*What can you write/draw?* | 2simple-IT  Children to create a picture of a family member. Children to discuss the colours they have used and why. | | Where I live.  Children to talk about where they live and their community.  Children to draw a map/image of where they live |
| Week  4  Changes | *What can you do?*  Children to discuss what they can do, now they are older | Sports coach: Fundamental Movement skills  Class teachers: Dance – Phase 7 | | Changes  Talk about starting school and what has changed | | | How many..  Children to count out amounts and link numeral to amount  Introduce subtilizing | | *What can you do?*  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing/ mark making  *-C*hildren to talk about and draw what they can do now..*I can jump* | Collage of face  Children to use different materials to create a collage self-portrait.  Children to practise using scissors to make snips in materials | | Time line  Using images, children to create a timeline showing change.  Children to discuss how they have changed. |
| Week  5  Our bodies | Barry the fish with fingers  *What is so special about Barry? What’s your favourite part of your body? What can you do?* | Sports coach: Fundamental Movement skills  Class teachers: Dance – Phase 7 | | Healthy foods  Discuss healthy food choices | | | Writing numbers  Children to start writing numbers  (number rhymes for number formation) | | *What’s your favourite part of your body?*  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing/ mark making  -Children to draw and complete a sentence… I like… | Photo frames  Children to create photo frames for family photograph  Children to explore and choose between different materials | | Family  Children to create a picture of a family member..discuss who is in their family at home |
| Week  6  Senses | Peace at last  Children to listen and recall the stories events and think about creating those sounds using objects. | Sports coach: Fundamental Movement skills  Class teachers: Dance – Phase 7 | | Exploring new things  Use senses to taste/feel/smell something different | | | Composition of numbers to 5  Children to start exploring composition of numbers using practical resources | | Peace at last  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing/ mark making  -Children to think about the sequence of events in the story.. beginning, middle, end..what sound did the tap make? Can you write that? | Our senses  Making and tasting jelly/Smelling pots/feely bag/Guess the flavour of the jelly/Guess the sound.  Children talking about and naming different body parts  Children to make their own musical instruments)- selecting and using different tools and resources | | |
| Week  7  Book week | I want my hat back  Children to practise drama performance in small groups | Sports coach: Fundamental Movement skills  Class teachers: Dance – Phase 7 | | Talking partners  Introduce talk partners; listen to and resound to each other | | | Number assessments  Children to be assessed on recognising and writing numbers within 10 | | I want my hat  back  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing/ mark making  -Writing a sentence/labels for our paintings of characters from shared story | Hats and masks  Children to create animal masks and hats for the play performance  Paintings of characters from our story  Using scissors, glue, different materials | | Book week  How other schools and countries celebrate world book day |