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** |
| Week1/2 | On entry assessment.Adult and child lead activities will be set up to support observation |
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| Week3All aboutme | *Who is in your family?*Children to talk about their home life(family/age/likes) | Sports coach: Fundamental Movement skillsClass teachers: Dance – Phase 7 | Daily routineKnow what to do in my classCircle timesTalk 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-ITChildren 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 |
| Week4Changes | *What can you do?*Children to discuss what they can do, now they are older | Sports coach: Fundamental Movement skillsClass teachers: Dance – Phase 7 | ChangesTalk about starting school and what has changed | How many..Children to count out amounts and link numeral to amountIntroduce 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 faceChildren to use different materials to create a collage self-portrait.Children to practise using scissors to make snips in materials | Time lineUsing images, children to create a timeline showing change.Children to discuss how they have changed. |
| Week5Our 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 skillsClass teachers: Dance – Phase 7 | Healthy foodsDiscuss healthy food choices | Writing numbersChildren 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 framesChildren to create photo frames for family photographChildren to explore and choose between different materials | FamilyChildren to create a picture of a family member..discuss who is in their family at home |
| Week6Senses | Peace at lastChildren to listen and recall the stories events and think about creating those sounds using objects. | Sports coach: Fundamental Movement skillsClass teachers: Dance – Phase 7 | Exploring new thingsUse senses to taste/feel/smell something different | Composition of numbers to 5Children 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 sensesMaking and tasting jelly/Smelling pots/feely bag/Guess the flavour of the jelly/Guess the sound.Children talking about and naming different body partsChildren to make their own musical instruments)- selecting and using different tools and resources |
| Week7Book week | I want my hat backChildren to practise drama performance in small groups | Sports coach: Fundamental Movement skillsClass teachers: Dance – Phase 7 | Talking partnersIntroduce talk partners; listen to and resound to each other | Number assessmentsChildren 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 masksChildren to create animal masks and hats for the play performancePaintings of characters from our storyUsing scissors, glue, different materials | Book weekHow other schools and countries celebrate world book day  |