Barleyhurst Park Primary School

Foundation stage long term plan: Summer 1 2024

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CLL** | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | **Understanding of the world** |
| Week1Trains15.4.24 | Talk partnersDiscussing the features of the story and retelling the story orally, with actions. | Net games with Sports coachAthletics with class teacher | Children to engage in more imaginative play with changing roles | Building numbers beyond 10Children to use tens frames to understand 10 and some more | Monster Phonics activity: See additional provision plan-Continuous provision for daily name writing-Handwriting sessionsStory writingChildren to use the structure of the story,*The train ride*To create their own strory | Journey to GrandpaSong, with musical instrument. \*Continue the song throughout the half term. Discussing sounds of vehicles, how the sounds and song make us feel.  | SortingChildren 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. |
| Week2Bikes22.4.24 | Talk partnersChildren to discuss their bike/scooters with their friends. | Net games with Sports coachAthletics with class teacher | Children to learn about how to keep safe in school; how to take risks | Verbal counting patternsChildren 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 sessionsLabelling of bikesChildren to write labels for bikes/scooters.Descriptive sentenceChildren to write a descriptive sentence about their bike/scooter | Observational drawingsChildren to make an observational drawing of bikes/scooterDiscuss potential shading of observational pictures with children. | How a bike worksChildren 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?  |
| Week3Space rocket29.4.24 | Talk partnersChildren to discuss what they would do or take with them to the moon.*How would you feel?* | Net games with Sports coachAthletics with class teacher | Children to learn how to take others’ feelings into account; help others without being asked | Addition and subtractionAdd/subtract by counting on and counting back  | Monster Phonics activity: See additional provision plan-Continuous provision for daily name writing-Handwriting sessionsWhatever nextPostcard from the moon.*How does Baby bear feel?*  | Milk bottle space rocketChildren to create own rocket using tools and resources. Discuss the different colours used and how to make different shades by mixing | Old and new transportChildren to create a picture timetime showing how bikes and cars have changes.\*Children to discuss the similarities and differences |
| Week4 (4 days)Space rocket7.5.24 | Talk partnersChildren 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 coachAthletics with class teacher | Children to learn how to solve problems more independently | Addition and subtractionRecord addition and subtraction number sentences | Monster Phonics activity: See additional provision plan-Continuous provision for daily name writing-Handwriting sessionsWhatever nextChildren to change the story and write their own version | WeavingChildren to choose and select material to create a weaved flag to go onto the space rocket. | Our own environmentChildren to draw and label a map of the school grounds\*Talk about the plants/flowers the children saw. Discuss growth and change. |
| Week5Boats/Pirates | Talk partnersChildren to talk about their own family car and their experiences | Net games with Sports coachAthletics with class teacher | Children to learn about healthy choices with regard to food,exercise and dental hygiene | Revision of number bondsRecall addition facts within 5 and learn subtraction facts within 5 | Monster Phonics activity: See additional provision plan-Continuous provision for daily name writing-Handwriting sessionsTreasure maps with directionsChildren to draw and label a treasure map and write clues | BoatsChildren to make their own boat using tools and resources. Children to print a pattern on boat. | Float or sinkChildren to predict if objects float and sink.PlantingChildren to plant own broad bean at school and then take home at half term, filling in diary |
| Week 6 | Specialist week |