Barleyhurst Park Primary School

Foundation stage long term plan: Second half term: Autumn 2 2023 New

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|  | **CLL** | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | **Understanding of the world** |
| Week  8  Fireworks | Talk partners  Children speaking about their own personal experiences of fireworks and listening to others. | Dance: MK curriculum  Gym: MK curriculum | Healthy me:  Discussing and putting into practise manners  Snack time/storytime | 2-D Shape  2-D shape rocket  *Which shapes have you used?*  Children to rotate shapes and manipulate shapes | Rhyme  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing  -Handwriting sessions  -Hear and make Rhyming pairs and strings: | Fireworks  String, glitter,  Brusho ,crayons and paint  Children to draw shapes that represent fireworks | Guy Fawkes  *Why do some of us celebrate bonfire night?*  Use the internet and Fact books to learn about Guy Fawkes |
| Week  9  Autumn | Share the musical box  Four seasons  Children to listen to story and discuss their experiences of autumn and that of others. | Dance: MK curriculum  Gym: MK curriculum | Healthy me:  Discussing and putting into turn taking and resolving conflicts with peers. | Repeating patterns  Children to create their own repeating pattern using different shapes, rotating and manipulating. | Signs of Autumn  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing  -Handwriting sessions  -Children to draw/ write what they saw on autumn walk | Mixing colours  Children name and use colours.  Children to mix colours to create an autumnal leaf colour | Signs of Autumn  Children to go on an autumn walk in the school grounds..  Discuss what the children saw and disscuss |
| Week  10  Hedgehogs | Talk partners  Children visit animal hospital-Tiggywinkles  Children to share true facts they have learnt about hedgehogs. | Dance: MK curriculum  Gym: MK curriculum | Healthy me:  Discussing and naming feelings throughout the school day | 1 more  the Enormous Turnip  Children to understand 1 more..  *If I have 1 more carrot how many will I have?* | Hedgehog fact  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing  -Handwriting sessions  -Children to draw/ write a sentence about a true fact about hedgehogs after sharing fact books and visit to local hospital. | Hedgehogs  Clay hedgehogs using clay tools  Children to explore clay to create a model hedgehog using fingers and clay tools. | Hedgehogs  Go on a coach and visit Tiggywinkles animal rescue centre.  Children to listen to workers and observe animals in their care. |
| Week  11  Diwali | Talk partner  Look at and discuss artifacts from Hindu faith, diva lamp, Diwali sweets, card, rangoli pattern,  Discuss what they see and talk about own experience of artifacts during special celebration times. | Dance: MK curriculum  Gym: MK curriculum | Healthy me  Discussing helping ourselves and putting it into practise  Coat on, pulling up the zip, doing up buttons, putting hats on. | How many..  Children to count amounts correctly past 10 and write the matching number. | Rama and Sita  -Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing  -Handwriting sessions  -Children to listen to, respond to and retell (sequence events) the Diwali story. | Clay diva lights  Children to create their own diva lamps using clay tools and fingers | Rangoli patterns  Children to explore rangoli patterns and create their own using coloured rice and loose parts |
| Week  12  Celebrations | Talk partners  *What do you celebrate at home with your family?*  Children share and listen to others experiences. | Dance: MK curriculum  Gym: MK curriculum | Healthy me:  Discussing and putting into practise sharing and waiting for turns | Addition  Children to count two groups altogether | *Anansi story*  Monster Phonics activity: See additional provision plan  -Continuous provision for name daily writing  -Handwriting sessions  -Children to role-play the story. Children to sequence the events from the story. | Printing  Children to create an African/Islamic pattern | Religious festivals  Does anybody celebrate Eid?  Discuss how Eid is a different celebrations to Christmas and Diwal. |
| Week  13  Birthdays | Cooking  Children to follow instructions to make party food for Leo the lions birthday party | Dance: MK curriculum  Gym: MK curriculum | Healthy me:  Discussing with the changes at Christmas time because of Nativity performance | Birthday candles-One more  *How many more candles need to go on the cake?* | *List of food for Leo’s Birthday party*  -Monster Phonics  activity: See additional provision plan  -Continuous provision for name daily writing  -Handwriting sessions  -Children to create a list of food for Leo using phonics knowledge | College material fairy cakes  Children to select and use different tools and resources to create their own ‘birthday cakes’ | Your birthday  *How do you celebrate your birthday? How does your Mum or Dad celebrate?* |
| Week  14  Christmas | *Do you/how do you celebrate Christmas?*  Children to listen to the nativity and talk about their Christmas | Dance: MK curriculum  Gym: MK curriculum | Healthy me:  Discussing school holidays and how home might feel different. | *One more..*  *How many do you have, if I get one more bauble ?* | Dear Santa  -Monster Phonics  activity: See additional provision plan  -Continuous provision for name daily writing  -Handwriting sessions  -Children to use the structure of the shared text to create own sentence using phonic knowledge. | Christmas decorations  Children to Children to select and use different tools and resources make Christmas/winter decorations | Celebrating Christmas around the world  How other countries celebrate Christmas. |
| Week  15  Christmas | Assessment of key words, sounds and numbers  Children to create their own calendar, angel, Christmas tree, Christmas card  Children to perform Christmas songs to parents  Children to have party day | | | | | | |