



**STAPLEFORD COMMUNITY PRIMARY SCHOOL AND NURSERY
FOUNDATION STAGE LONG TERM PLAN 2021-2022**

Predicted Interests according to Time of the Year – Topics could change as all planning is linked to children’s current interests!



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes, Interests, Lines of Enquiry						
Each term in the Nursery we begin with one of our ‘core books.’ We use each core book as a starting point at the beginning of the term to cover particular topics and areas within the curriculum, but then proceed to identify children’s interests which develop from the core book we have read and adapt our planning to follow any particular interests.						
Nursery	<p>You Choose Noticing changes in weather and season Children’s interests About themselves and their families Emotions and feelings</p> <p>Celebrations: Friendship Week</p> <p>Other books to read: In My Heart, How Are You Feeling Today?, Just Imagine, All About Faces, I Like Myself, Funny Bones, The Colour Monster BASELINE</p>	<p>Pumpkin Soup Exploring textures Discussion about vegetables and healthy eating</p> <p>Celebrations: Autumn, Halloween, Diwali, Bonfire Night, Remembrance Day, Nursery Rhyme Week and Road Safety Week, St Andrews Day.</p> <p>Other books to read: The Gruffalo, It was a Cold Dark Night, We’re Going on a Leaf Hunt, Leaf Man, The Leaf Thief</p>	<p>We’re Going on a Bear Hunt Journeys Hibernation</p> <p>Celebrations: Burns Night</p> <p>Other books to read: Polar Bear Polar Bear, What do you hear?</p>	<p>Jack and the Beanstalk Fairy tales Rhyming Planting beans</p> <p>Celebrations:</p> <p>Other books to read: Goldilocks and the Three Bears, Little Red Riding Hood, The Three Little Pigs</p>	<p>The Very Hungry Caterpillar Animals/Minibeast Habitats Days of the week Food and healthy eating Caterpillar life cycle</p> <p>Celebrations:</p> <p>Other books to read: Dear Zoo, The Koala Who Could, Where The Wild Things Are, The Tiny Seed, The Very Busy Spider, The Grouchy Ladybug</p>	<p>The Rainbow Fish Exploring melting and floating Summer Holidays Transition into Reception Under the Sea Water Pirates</p> <p>Celebrations: Science week,</p> <p>Other books to read: Sharing a Shell, Pirates Love Underpants, Captain Finn and The Pirate Dinosaurs, Captain Pete and his Stinky Feet</p>
Reception	<p>Getting to know you Getting to know each other / Settling in Ourselves Superheroes Real-life heroes Families Houses and Homes Autumn Harvest BASELINE Books: Ruby’s Worry, My Mum and Dad make me laugh, Supertato, The Colour Monster, Leaf Man, After the Storm</p>	<p>Come On Let’s Celebrate Light and Dark Spooky week Birthdays Remembrance Sunday Festivals of light – Diwali, Hannukah, Christmas. Bonfire Night</p> <p>Books: Room on the Broom, Night Monkey day Monkey, Little Glow, Rosie’s Walk, Non-fiction about seasons and celebrations</p>	<p>Off on a journey New Year Resolutions Chinese New Year Vehicles and Journeys Space Polar lands Transport Different countries</p> <p>Books: Handa’s Surprise, Whatever next, Lost and Found, Poles Apart, Mrs Armitage’s Wheels Non-fiction about transport and places in the world</p>	<p>Once upon a time Pancake Day Easter Signs of Spring Local Visit/Walk Traditional stories</p> <p>Books: The Giant Pancake The Gingerbread Man Jack and the Jelly beanstalk Non-Fiction about plants</p>	<p>All creatures great and small Farm animals Wild animals Dinosaurs Minibeasts</p> <p>Books: Dear Zoo, I Wanna Iguana, What the Ladybird Heard, Twist and Hop Minibeast Bop Non-fiction about creatures</p>	<p>Water, water, everywhere Summer Holidays Transition into Y1 Under the Sea Water Pirates</p> <p>Books: The rhythm of the rain, If Sharks Disappeared, Billy’s Bucket, The Pirates are Coming</p>
Communication and Language						
This is a suggested programme of teaching focus for communication and language skills. However we will teach and model the learning each individual needs during interventions in their play. The children will continually be practising their communication skills.						
Nursery	-Introduce listening expectations -Home corner	-Revisit listening expectations through small group activities -Home corner with Pumpkin Soup themed enhancements	-Revisit listening expectations through small group activities -Home corner -Cave themed role play and going on journeys	-Revisit listening expectations through small group activities -Home corner - Jack and the Beanstalk role play	-Revisit listening expectations through small group activities -Home corner -Dinosaur museum role play area	-Revisit listening expectations through small group activities -Home corner -Aquarium role play area

			-Dark den role play area with We're Going on a Bear Hunt enhancements			
Reception	-Building on listening skills/ showing interest in conversation. -Role play linked with children's interest - superheroes, police station, fire station, babies	Speaking skills/vocabulary. Using language to imitate different roles.	Ask questions to find out more and to check they understand what has been said to them. 'How' and 'why' questions.	Retelling stories Extending vocabulary to describe characters and settings.	Encourage the children to articulate their thoughts and ideas in well formed sentences.	Listening to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions.

Personal, Social and Emotional Development

This is a suggested programme of study for the children's PSED but these skills will be developed constantly through adult interventions in their play e.g. to model, to help share, to suggest ways of resolving situations, etc.

Nursery	<u>Myself and My Relationships</u> - Beginning and Belonging	<u>Myself and My Relationships</u> - My family and friends, including Anti-bullying My emotions	<u>Citizenship</u> - Me and My World	<u>Healthy and Safer Lifestyles</u> - My Body and Growing Up	<u>Healthy and Safer Lifestyles</u> - Keeping safe, incl drug education	<u>Healthy and Safer Lifestyles</u> - Healthy Lifestyles
Reception	<u>Myself and My Relationships</u> - Beginning and Belonging	<u>Myself and My Relationships</u> - My family and friends, including Anti-bullying My emotions	<u>Citizenship</u> - Me and My World	<u>Healthy and Safer Lifestyles</u> - My Body and Growing Up Focus on personal hygiene and how to keep healthy	<u>Healthy and Safer Lifestyles</u> - Keeping safe, incl drug education	<u>Healthy and Safer Lifestyles</u> - Healthy Lifestyles

Physical Development

Nursery	<u>Fine Motor</u> -Funky fingers activities <u>Gross Motor</u> -Climbing and balancing in the outdoor area	<u>Fine Motor</u> -Funky fingers activities -Introduce scissors and how to use them safely <u>Gross Motor</u> -Climbing and balancing in the outdoor area -Weekly PE session	<u>Fine Motor</u> -Funky fingers activities -Support scissor exploration <u>Gross Motor</u> -Climbing and balancing in the outdoor area -Weekly PE session	<u>Fine Motor</u> -Funky fingers activities -Support scissor exploration <u>Gross Motor</u> -Climbing and balancing in the outdoor area -Weekly PE session	<u>Fine Motor</u> -Funky fingers activities -Support scissor exploration <u>Gross Motor</u> -Climbing and balancing in the outdoor area -Weekly PE session	<u>Fine Motor</u> -Funky fingers activities -Support scissor exploration <u>Gross Motor</u> -Climbing and balancing in the outdoor area -Weekly PE session -Sports Day skills
Reception	<u>Fine Motor</u> Daily Funky Fingers to practise fine motor skills <u>Gross Motor</u> Moving in diff ways spatial awareness stopping and starting. Spatial awareness	<u>Fine Motor</u> Daily Funky Fingers to practise fine motor skills <u>Gross Motor</u> Dance Christmas Play On Parade Dance Unit	<u>Fine Motor</u> Daily Funky Fingers to practise fine motor skills <u>Gross Motor</u> Gymnastics	<u>Fine Motor</u> Daily Funky Fingers to practise fine motor skills <u>Gross Motor</u> Games	<u>Fine Motor</u> Daily Funky Fingers to practise fine motor skills <u>Gross Motor</u> Games - ball skills	<u>Fine Motor</u> Daily Funky Fingers to practise fine motor skills <u>Gross Motor</u> Swimming Sports Day Skills

Literacy

Nursery	-To sing nursery rhymes. -Look at picture books and talk about the pictures	-Listens to stories and sometimes joins in with key words and phrases -Daily Phase 1 Phonics activity -Nursery rhyme week -Nursery rhyme singing daily	-Uses phrases and words from key stories through role play -May have some favourite books and stories -Daily Phase 1 Phonics activity -Nursery rhyme singing daily	-Fills in the missing word or phrase from books or rhymes -Daily Phase 1 Phonics activity -Nursery rhyme singing daily	-Looks at books independently -Daily Phase 1 Phonics activity -Nursery rhyme singing daily	-Talks about stories, the setting and their characters -Daily Phase 1 Phonics activity -Nursery rhyme singing daily
Reception	Daily Phonics Sessions – Phase 2 sounds: s-l and tricky words is, l, the.	Daily Phonics Sessions - phase 2/3 sounds: ff-nk, tricky words:	Daily Phonics Sessions - phase 3 sounds: ai-er, tricky words:	Daily Phonics Sessions - Review phase 3.	Daily Phonics Sessions - Phase 4: Short vowels with adjacent	Daily Phonics Sessions - Phase 4: long vowel graphemes with

	Guided Reading 3 x a week - decoding, prosody and comprehension Weekly shared reading and writing opportunities - fiction, non-fiction, poetry Story times Continuous Provision	put* pull* full* as and has his her go no to into she push* he of we me be Guided Reading 3 x a week - decoding, prosody and comprehension Weekly shared reading and writing opportunities - fiction, non-fiction, poetry Story times Continuous Provision	was you they my by all are sure pure Guided Reading 3 x a week - decoding, prosody and comprehension Weekly shared reading and writing opportunities - fiction, non-fiction, poetry Story times Continuous Provision	Guided Reading 3 x a week - decoding, prosody and comprehension Weekly shared reading and writing opportunities - fiction, non-fiction, poetry Story times Continuous Provision	consonants -longer words and compound words -words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Guided Reading 3 x a week - decoding, prosody and comprehension Weekly shared reading and writing opportunities - fiction, non-fiction, poetry Story times Continuous Provision	adjacent consonants -longer words and compound words -words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Guided Reading 3 x a week - decoding, prosody and comprehension Weekly shared reading and writing opportunities - fiction, non-fiction, poetry Story times Continuous Provision
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Maths

This is a suggested programme of study for the maths that will be covered in Reception based on the White Rose Hub planning. However we will teach the learning as it arises in the children's individual needs and interests. We will also be continually revising all mathematical areas through continuous provision and adult interventions in the children's play.

Nursery	-Counting objects and actions -Nursery rhymes involving number	-Introducing numbers 1 and 2 -Counting and cardinality -Exploring using shapes through play	-Introducing number 3 and 4 -Counting and cardinality -Using size language	-Introducing numbers 5 and 6 -Counting and cardinality -Comparing size relating to height, weight, length	-Introducing numbers 7 and 8 -Counting and cardinality -Discussing time through days of the week and different times of the day	-Introducing numbers 9 and 10 -Counting and cardinality -Exploring capacity through water play
Reception	Baseline (3 weeks) Numbers 1,2,3 Counting and Cardinality (to 3). Comparison of amounts Change Composition Comparing size, mass and capacity Exploring pattern	Numbers 4 and 5 Counting and Cardinality Comparison of amounts Change Composition Number bonds 2D shape Positional language Time	Numbers 6,7,8 Counting and Cardinality Comparison of amounts Change Composition Comparing mass Comparing Capacity Length and Height	Numbers 9 and 10 Counting and Cardinality Comparison Composition Change Number bonds	Building numbers beyond 10 Counting patterns beyond 10 - including odd and even numbers Spatial Reasoning - Match, Rotate, Manipulate Adding More Doubling and Sharing Taking Away Spatial Reasoning - Compose and Decompose (making shapes out of other shapes)	Doubling Sharing & Grouping Even and Odd numbers Spatial Reasoning - Visualise and Build Deepening understanding Patterns and Relationships Spatial Reasoning - Mapping / positional language

Understanding the World

This is a suggested programme of study for the learning in the area of UtW that will be covered in Reception. However we will teach the learning as it arises in the children's individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children's play.

Nursery	-Looking at features -Discussing body parts -Weather and changes	-Making soup -Discussion about vegetables and healthy eating	-Animals -Hibernation -Dark, light and shadows	-Growing -Planting -Weather and changes	-Minibeast -Life cycles -Discussion about food and	-Looking at sea creatures -Floating and sinking -Weather and changes
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		-Melting -Weather and changes	-Weather and changes		healthy eating -Weather and changes -Dinosaurs and eggs -Volcano experiments	
Reception	-Historical enquiry: how have we changed since we were babies? -Naming body parts, including our 5 senses -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. -Talking about past and present events in their lives -Explore our local environment - where is our school located? -Map drawing - Signs of Autumn	-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Recognise that people have different beliefs and celebrate special times in different ways. -Understand that some places are special to members of their community History enquiry: Which celebrations do we enjoy?	-Looks closely at similarities and differences in relation to materials. Investigate different materials and talk about their observations e.g. magnetism, etc. -Recognise some environments that are different from the one in which they live. -Recognise some similarities and differences between life in this country and life in other countries. -Transport in the past - bikes	-They talk about the features of their own immediate environment and how environments might vary from one another. Environments from the stories. Different settings --Use children's own heritage. -Growing and what plants need to grow.	-Looks closely at similarities, differences in relation to animals, minibeasts and their habitats. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	-Looks closely at similarities, differences in relation to animals and their habitats (sea creatures) -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -History enquiry: Why do we wear different clothes at different times of the year? -Explore water - floating and sinking, waterproof, absorbancy, etc. -Explore how we can look after the world around us. -Changing seasons
Technology - additional area to enhance learning	This is a suggested programme of study for the learning in Technology that will be covered in Reception. However we will teach the learning as it arises in the children's individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children's play.					
	Exploring ICT in the classroom environment. Using toys with remote controls, buttons and switches. Exploring the interactive white board- using pen function and moving images.	Name writing- finding/typing letters on a keyboard.	Continuation of engaging with ICT in the classroom, using toys with increased control and skill.	Logging on independently- completing age appropriate games. Clicking on icons.	Exploring different software programmes such as paint, simple city and story maker.	Selecting software and hardware for different purposes. Using toys such as cameras, cd players and Bee-Bots with skill.
Expressive Art and Design						
This is a suggested programme of study for the learning in the area of EAD that will be covered in Reception. However we will teach the areas as they arise in the children's individual needs and interests. The children will also be revising and practising skills through continuous provision and adult interventions in the children's play.						
Nursery	-Exploring and naming colours -Construction area -Drawing our families -Role play home corner -Exploring instruments independently -Singing and nursery rhymes	-Exploring colour -Construction area -Role play home corner and Pumpkin Soup enhancements -Exploring and naming instruments -Singing and nursery rhymes	-Exploring colour -Construction area -Textures -We're going on a bear hunt collages -Role play home corner and bear cave -Exploring instruments and repeated rhythms -Singing and nursery rhymes	-Exploring colour -Construction area -Construction through junk modelling castles -Role play home corner and castle -Exploring instruments and repeated rhythms -Singing and nursery rhymes	-Exploring colour -Construction area -Role play home corner and dinosaur museum -Exploring instruments and repeated rhythms -Singing and nursery rhymes	-Exploring colour -Construction area -Role play home corner and aquarium -Exploring instruments and repeated rhythms -Singing and nursery rhymes
Reception						

	<ul style="list-style-type: none"> -Independently accessing, exploring and experimenting with the available resources - creative area, construction, role play, small world play, etc. -Explores what happens when they mix colours - Autumn colour mixing -colour hunt in the Moat -Leaf printing -Leaf Man Collages -Experiments to create different textures. -Tree rubbings -Exploring how to join materials in different ways -Having own ideas -Learn a repertoire of songs – body/counting / nursery rhymes / Harvest songs -Superman dance 	<ul style="list-style-type: none"> -Create art for specific purpose e.g. Malleable materials - clay divas, Firework paintings, chalk pictures, Christmas cards -Investigate different lines - thick, thin, wavy, straight. -Retelling stories in role-play and small world -Learning Christmas songs and dances -Listen and respond to sounds -Introduce instruments and their sounds 	<ul style="list-style-type: none"> -Constructs with a purpose in mind, using a variety of resources. - e.g. a vehicle invention -Retells and adapts stories in role play and small world play -Combines media for affect -Chinese Dragon Dances - moves to music -Accompany stories with instruments – sound stories 	<ul style="list-style-type: none"> -Look at famous painting of flowers -Representing plants using a range of different media -Look at famous paintings of flowers. Discuss similarities and differences -Collages using various materials e.g. beans, oats -use materials and props to retell stories and create imaginary situations linked to what I know -Cooking -Matching pitch and melody and then changing sounds – loud/quiet/high/low/ fast/slow 	<ul style="list-style-type: none"> -Representing animals using a range of different media - clay, pastels, pencil drawings, watercolours. -Use drawings to tell a story from retelling or from imagination. -Role play zoo, pet shop -Move in response to music -Talking about creations e.g. can explain what they have made and can talk about how it was made. 	<ul style="list-style-type: none"> Performing songs, poems, rhymes, stories and dances with peers and/or alone Creating 3D sea creatures Role play under the sea, pirate ship - use props and materials when role playing familiar stories -Weaving and using textiles to create texture -design art/ a product thinking about colour, texture and function
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Enrichment Opportunities

Nursery	Visitors - Fire Fighters, Police, Paramedics, Doctors Mum to bring in new baby Weekly Moat Session	Father Christmas @ Audley End Pantomime Weekly Moat Session	Weekly Moat Session Weekly Moat Session	Gardening Weekly Moat Session	Weekly Moat Session	Tea party in back field Weekly Moat Session
Reception	Visitors - e.g. Fire Fighters, Police, Paramedics, Doctors Mum to bring in new baby Walk in the village Weekly Moat Session	Father Christmas @ Audley End Pantomime Weekly Moat Session	Visit of a penny farthing Balanceability Weekly Moat Session	History off the page - Fairy Tale Castle Cooking Weekly Moat Session	South Angle Farm - school trip Weekly Moat Session	Sports Day Swimming Weekly Moat Session

Impact - Assessment

Nursery	Baseline Tapestry observations	Parent Consultations Tapestry observations Progress update to SLT	Tapestry observations	Parent Consultations Tapestry observations Progress update to SLT	Tapestry observations	Tapestry observations Annual Pupil Reports for parents Progress update to SLT Transition information to YR teacher
Reception	Home Visits Baseline Tapestry observations Phonics - every 6 weeks Big Write	Parent Consultations Tapestry observations Progress update to SLT Phonics - every 6 weeks Big Write	Tapestry observations Phonics - every 6 weeks	Parent Consultations Tapestry observations Progress update to SLT Phonics-every 6 weeks Big Write	EYFSP Tapestry observations Phonics - every 6 weeks	Complete EYFSP and send off Annual Pupil Reports for parents Transition information to Y1 teacher Big Write

