



## Foundation Stage Long Term Planner for Academic Year 2019-20

Areas of Learning	Autumn 1 2019	Autumn 2 2019 <b>Celebrations</b>	Spring 1 2020 <b>Once upon a time...</b>	Spring 2 2020 <b>Transport</b>	Summer 1 2020 <b>Animals</b>	Summer 2 2020 <b>Under the sea</b>
	<b>Bears</b> (9 <sup>th</sup> Sept- 18 <sup>th</sup> Oct)  Harvest (14 <sup>th</sup> -18 <sup>th</sup> Oct) Little Red Hen  Diwali (21 <sup>st</sup> October)	Bonfire Night (4 <sup>th</sup> Nov)  Remembrance day (10 <sup>th</sup> Nov)  Birthdays (11 <sup>th</sup> Nov)  Birthdays 18 <sup>th</sup> Nov  Weddings 25 <sup>th</sup> Nov  Christmas (2 <sup>nd</sup> - 20 <sup>th</sup> Dec)	Gingerbread Man (6 <sup>th</sup> -17 <sup>th</sup> Jan)  Chinese New Year - rat 20 <sup>th</sup> Jan  Three Little Pigs 27 <sup>th</sup> -7 <sup>th</sup> Feb  Little Red Riding Hood 10 <sup>th</sup> Feb	Pancake day 24 <sup>th</sup> Feb  Space/ Trains/ Cars 2 <sup>nd</sup> -27 <sup>th</sup> March	Farm/ Zoo animals 13 <sup>th</sup> Ap - 1 <sup>st</sup> May  Minibeasts/ creatures 4 <sup>th</sup> - 22 <sup>nd</sup> May	Rainbow fish 1 <sup>st</sup> June  Sea animals 8 <sup>th</sup> June  Pirates 6 <sup>th</sup> -17 <sup>th</sup> July
<b>PSHE Jigsaw Scheme</b>	<b>Being Me in the World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Building Learning Power Focus</b>	<b>Reciprocity</b> *Coach children in the art of good listening -Lola listening games, phase 1 phonics games *Talking partners- begin	<b>Resourcefulness</b> *interdependence using mind maps to colour code learning- what we know/already know *Develop questions from	<b>Resourcefulness</b> *Introduce Percy Vere puppet and have stories to illustrate perseverance e.g Hare & the tortoise	<b>Resourcefulness</b> *use mind mps to further develop questions	<b>Resilience</b> *develop predictions in Science- frog/chick projects  *Collaborative problem solving	<b>Reflectiveness</b> *Transition to year1 programme. *What have I learnt in FS? *What do I need to do next..? *Develop relationships between y1 staff and



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	Pie Corbett oral storytelling *Hot seating story characters	above * Focus on personal responsibility for care of resources	*Display goals relating to learning at school and home- celebrate achievement and effort		that encourages perseverance, the ability to manage distractions	FS children. What do we need to know..? Create class book of what each child loves to do in FS.
<b>P4C</b>	Set P4C rules during a circle time (listen to each other etc.) to be displayed. Would you rather story- children use visual choices	The other ark (Lynley Dodd) -  Rama and Sita story	Video - The Hoverbike  Angel images, what does an angel look like 'An angel just like me'	Farmer duck  What makes me happy video (exploring different cultures) China if possible.  Tidliak	Ugly Duckling  The Gruffalo  What makes a good friend, sorting different qualities/ characteristics	Princess smartie pants - Babbette Cole
<b>Literacy</b>	Name writing  Label writing  Beginning to write initial sounds independently or copy a simple sentence  Invitations to our Teddy bears picnic	Shopping lists  Christmas lists  Christmas Letter writing  Writing questions  Party Invitations  Writing labels for the classroom provision	Caption writing  News writing  Speech bubbles  Question writing  Letter writing  Recipe writing  Instructional writing	Instruction writing  Question writing  Labels for transport parts  Information writing about vehicles  Writing a recount about our visit to the Fire Museum	Begin simple 3 part story writing  Non-fiction writing about animals  Writing a recount of our visit to the farm  Writing a thank you letter to the farm	Imaginative story writing (introduce connectives and writing in three parts)  Letter writing  Information writing learning the features of a report
<b>Communication</b>	<b>w.c 16<sup>th</sup> -27<sup>th</sup></b>	w.c 4 <sup>th</sup> November	<b>w.c 6<sup>th</sup> January</b>	<b>w.c 24<sup>th</sup> Feb</b>	<b>w.c 13<sup>th</sup> April</b>	w.c 1 <sup>st</sup> June



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<p><b>and Language (oral story &amp; author focus)</b></p>	<p><b>September</b> We're going on a bear hunt (introduce story maps)</p> <p>w.c 30<sup>th</sup>-11<sup>th</sup> <b>October</b> Goldilocks and the Three Bears</p> <p>w.c 14<sup>th</sup>-18<sup>th</sup> <b>October</b> The Little Red Hen</p> <p><b>Author Focus:</b> Mick Inkpen</p> <p><b>Other bear stories:</b> Whatever next? Peace at Last Where's my teddy? Brown bear, brown bear</p> <p><b>Poetry Focus:</b> Higgelty Piggelty Pop poems Fuzzy Wuzzy</p>	<p>Day and night How to catch a star Can't you sleep little bear?</p> <p>w.c 11<sup>th</sup> <b>November</b> Kippers birthday</p> <p>w.c 18<sup>th</sup> <b>November</b> The Tiger Who Came to Tea</p> <p>w.c 25<sup>th</sup> <b>November</b> The Toys Party</p> <p>w.c 2<sup>nd</sup> - 20<sup>th</sup> <b>December</b> The Jolly Christmas Postman Nativity</p> <p><b>Stories:</b> Katie Morag and the Wedding</p> <p><b>Author Focus:</b> Jez Alborough</p>	<p>The Gingerbread Man</p> <p>w.c 20<sup>th</sup> <b>January</b> Chinese New Year</p> <p>w.c 27<sup>th</sup> <b>January</b> Three Little Pigs</p> <p>w.c 10<sup>th</sup> <b>February</b> Little Red Riding Hood</p> <p><b>Author Focus:</b> Lynley Dodd</p> <p><b>Traditional stories:</b> The Ugly Duckling Cinderella The enormous turnip Hansel and Gretel</p>	<p>The Enormous Pancake The Runaway Pancake</p> <p>w.c 2<sup>nd</sup> <b>March</b> Whatever Next?</p> <p>w.c 9<sup>th</sup> <b>March</b> The Train Ride</p> <p>w.c 16<sup>th</sup> <b>March</b> Duck in a truck</p> <p>w.c 23<sup>rd</sup> <b>March</b> The Great Balloon</p> <p><b>Other stories:</b> The Runaway Train Mr Grumpys Motor Car All Kinds of Cars All aboard for the Bobo Road Journey The Hundred Decker Bus Lost and Found Halloon Hullabaloo</p> <p><b>Poetry Focus:</b> Spike Milligan</p>	<p>Three Billy Goats Gruff</p> <p>w.c 20<sup>th</sup> <b>April</b> Who's in the shed? <b>*chicks in school?</b></p> <p>w.c 27<sup>th</sup> <b>April</b> I love animals</p> <p>w.c 5<sup>th</sup> <b>May</b> Dear Zoo</p> <p>w.c 12<sup>th</sup> <b>May</b> Giraffes Can't Dance</p> <p>w.c 19<sup>th</sup> <b>May</b> The Hungry Caterpillar</p> <p><b>Other stories:</b> Rumble in the Jungle Walking Through the Jungle Poo in the Zoo What do you Do if your house is a zoo?</p> <p><b>Author Focus:</b></p>	<p>Rainbow Fish</p> <p>w.c 8<sup>th</sup> <b>June</b> If a fish could wish</p> <p>w.c 15<sup>th</sup> <b>June</b> Tiddler</p> <p>w.c 22<sup>nd</sup> <b>June</b> Sharing A Shell</p> <p>w.c 29<sup>th</sup> <b>June</b> Commotions In The Ocean</p> <p>w.c 6<sup>th</sup> <b>July</b> The Bravest Fish</p> <p>w.c 13<sup>th</sup> <b>July</b> Fidgety Fish</p> <p><b>Other stories:</b> Pirates Love Underpants Do Pirates take baths? I wish I was a pirate</p>
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	<p>Higgelty piggelty pop Noodles Ning Nang Nong Rhyme Time Book: P38 The Fat Teddy Bear P6 A Little Puppy P12 The Deep Dark Wood P33 Hairy Bear</p>	<p><b>Poetry Focus: The Rhyme challenge:</b> innovate nursery rhymes learnt last half term</p>			<p>Janet &amp; Alan Alberg</p> <p><b>Stories:</b> Funny Bones Skeleton Crew The Pet Shop Dinosaur Dreams Bumps in the Night Give the Dog a Bone</p> <p><b>Poetry focus:</b> Michael Rosen Bugs Don't Down behind the dustbin</p>	
<p><b>Expressive Arts and Design</b></p>	<p><b>Art: Drawing &amp; observational work - Line and Shape</b> (Link to National Portrait gallery web-site)</p> <p>Self portraits /portraits of family members - Observational drawings of teddy bears/leaves or</p>	<p><b>Art: Textiles - Pattern, texture, colour and shape.</b> (Goldsworthy / Klee /Ryan / Kandinsky)</p> <p>Lemon juice and fabric to make designs Look at patterns on textiles / in nature/ in art - Copy using different/mixed</p>	<p><b>Art: 3D Work and Clay - Shape, form and space.</b> (Gormley)</p> <p>Revisit properties of clay - make characters from stories / their own 'Gormley' version of themselves.</p>	<p><b>Art: 3D Work &amp; observational drawing (Photography /Animation?) - Shape, form and space</b> (Lowrey/Wilkinson/Acne)</p> <p>Making vehicles form lego and boxes. Include some 'stop frame' animation with lego vehicles and characters.</p>	<p><b>Art: Painting and textiles (Collage)</b> - pattern, colour, line and shape (Hokusai - link mini-beasts - Goldsworthy and Rousseau)</p> <p>Learn how to create a collage using the different skills of cutting, tearing, sticking and</p>	<p><b>Art: Printing and painting - pattern, colour, line and shape</b> Look at patterns in World Art (African/Tribal Art - Handa's Surprise) and symmetrical patterns in nature (Eric Carle) Create symmetrical/repeating patterns linked to colour mixing and using objects to print with.</p>



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	<p>plants from Beacon Wood/Toys/ Ganesha statue Teddy bear masks</p> <p><b>Painting and Colour - Colour and Texture</b> Link to Take 1 Picture William Turner artist focus - The Fighting Téméraire Colour mixing and washes.</p>	<p>media - Rubbings of leaves and different textures.</p> <p>DT: Xmas decorations &amp; biscuits</p> <p>Rangoli Patterns</p> <p><b>3D Work and Clay - Shape, form and space.</b></p> <p>Clay Diva lamps</p>	<p><b>'Recycled Art' -</b> Link to story of Three Little Pigs - What do they waste when they build their houses? Can we use recycled materials to create a new house for the little pigs? <a href="#">Link to Architecture -designs and plans for houses.</a></p> <p>DT: Moveable gingerbread men DT: Baking gingerbread men DT: Story boxes Sock and stick puppets for story characters DT: Making a bridge for the Billy Goats to cross DT: Building bridges and structures - <a href="#">Link</a></p>	<p>DT: Make a 3D vehicle that moves</p> <p>DT: Moveable skeletons Skeletons using art straws</p>	<p>assembling.</p> <p>DT: Moveable animals</p> <p>DT: Animal sock puppets</p> <p>Forest School can be used to create individual and large scale (group) textured and patterned art/ collage/printing using natural materials - <b>Goldsworthy / Mondrian /Riley / Kandinsky</b> Any opportunity to: paint using natural materials (sticks and berry juice / mud / vegetable juice. model using natural materials -</p>	<p>Forest School can be used to create individual and large scale (group) textured and patterned art/ collage/printing using natural materials - <b>Goldsworthy / Mondrian /Riley / Kandinsky</b> Any opportunity to: paint using natural materials (sticks and berry juice / mud / vegetable juice. model using natural materials - willow/wood/soil should also be included.(Good extension tasks.)</p> <p><b>Large Scale art - Dragons.</b></p>
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			to Architecture -designs and plans for bridges..		willow/wood/soil should also be included.(Good extension tasks.)  Large Scale Art - Julia Donaldson characters.	
<b>Music:</b> Charanga	See scheme of work					
<b>Understanding of the world</b>	All about me and my family- photobooks  Holidays - sharing postcards, photos  Teddy in a bag- teddy goes on an adventure to each child's house  Senses - teach all senses through games and activities within outdoor learning	Observing similarities and differences between pumpkins- begin to generate questions  Colour and light- investigating shadows, how to make a bulb light,  Diwali -Rama and Sita story  The Christmas Story Puddles and the Christmas Play  Angels - what do	Science focus week? Teach what an experiment is and how to plan experiments. Learn the language predict, test, experiment, hypothesise  Study of China  Observing ice - focus on changing states (heating, melting, steam) Develop questioning	Local environment study- maps & features and compare to Sheffield city centre  Materials- comparing similarities and differences. Which materials would be the best to make a moveable vehicle  Looking at different ways that objects move e.g. levers, pullets. Push, pull- sorting toys by how they move	FSH Forest Schools  Learning about similarities, differences between themselves & others, among families, communities & traditions -family visits, parents talk about occupations, grandparent visits  Observe different types of lizards and explain about similarities, differences and	FSB Forest Schools  Carrying out Science investigations <b>Science Sparks website</b> Monster tea party Mini Chemistry Lab exploration station  Observing and comparing fossils and dinosaur bones- visit from the dinosaur man



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	<p>Porridge making - testing consistencies</p> <p>Harvest A Wet &amp; Windy Harvest for Puddles story</p>	<p>we know about angels? What do we want to find out about angels- focus on asking questions</p>	<p>Outdoor Learning- Changes</p>		<p>changes</p> <p><b>Our Body</b> Healthy Food and living Human body- label body parts and learn how the body works</p> <p>Making predictions, observing and recording the changes observed in living things e.g. chicks, frogspawn</p> <p>Making fruit kebabs, smoothies, fruit and vegetable tasting</p>	
<p><b>Cultural awareness</b></p>	<p><b>Celebrations</b> Who celebrates what and why? How do we</p>	<p><b>Celebrations cont.....</b> Visit to church- children take part in a pretend</p>	<p><b>Stories of Jesus</b> What can we learn from these stories about</p>	<p><b>Stories of Jesus cont....</b> Easter Story  Puddles and the Happy</p>	<p>Sorting &amp; classifying foods</p> <p><b>The Baby Birds</b></p>	<p><b>Places of Worship cont....</b></p>



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	<p>celebrate special times? What do we do and how do we feel? How are they the same/different to other communities.</p>	<p>wedding A Wedding Day Wish for Puddles</p> <p>The Nativity</p>	<p>helping and accepting others? (The Wise and Foolish House Builders - The Lost Sheep - The Good Samaritan - Zacchaeus the Tax Collector - The Lost Coin) Source - Nick Butterworth - Stories of Jesus) Angels - Why are angels important to Christians?</p>	<p>Easter Day</p>	<p><b>The Tiny Ants Seven New Kittens</b></p> <p>Muslim stories- encourages children to think about their action and responsibilities towards the natural world</p> <p><b>Places of Worship</b> Where do people go to worship? What do people do? What will we find in these places of worship? (Symbols) Why are these places important? How are they the same / different?</p> <p>Visit to church</p>	
<p><b>Technology</b> <b>*see computing scheme</b></p>	<p>To learn how to name the parts of a computer</p> <p>Tinker with toys-</p>	<p>Colour and Light- learning how to use torches, make circuits, shadows and reflections</p>	<p>To use everyday technology to record a story e.g. microphones, cameras, story</p>	<p>Identifying everyday technology in the school and home. How does it work? Make a class and home book</p>	<p>Finding information from the internet about animals</p>	<p>Talking tins, photographs, Sequencing of instructions - coding.</p>





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	<p>how do they work/move?</p> <p>To learn how to use Fresco to paint a picture of themselves</p> <p>To learn how to word process my full name</p>	<p>To learn how to access Purple Mash. Discuss safe usage (keeping passwords safe) demonstrate that the internet is there for all to see by asking children to visit the school website at home and at school.</p> <p>To learn how to use programmable toys e.g. beebot, Roma, remote control cars</p> <p>To learn how to use simple programmes</p> <p>Finding information from the internet, exploring the web pages of the w/c author focus</p>	<p>sequences, speech bubbles.</p> <p>To access home learning activities through Purple Mash</p> <p>To learn how to use simple programmes</p>	<p>Make a class power point by taking photographs and typing a caption</p> <p>Learn to cut and paste a picture</p> <p>Learn to word process a sentence</p> <p>To learn how to use 2Simple city</p>	<p>Internet safety and safe usage - introduction of Hector.</p>	
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<p><b>Educational Visits and Visitors</b></p>	<p><b>8.10.18</b> FS Parent Reading and phonics workshop</p> <p><b>17.10.19</b> Teddy Bears picnic in the garden or Beacon Wood (weather permitting)</p> <p><b>24.10.19 at 3pm</b> A celebration of learning- bears &amp; Harvest</p>	<p><b>w.c 25.11.19</b> Visit to Church- for a pretend wedding. Children dress up in wedding clothes</p> <p><b>10.12.19 (Afternoon)</b> Family Christmas crafts afternoon</p> <p><b>20.12.19</b> Elves and the Shoemaker at 10.30 am</p>	<p><b>14.01.20 am/pm</b> The Gingerbread Man workshop with Candice</p> <p><b>10.02.20</b> Invite Grandma's into school</p> <p><b>14.02.20</b> Family Read at 2.45 - 3.20 parents and children sharing their favourite stories</p>	<p><b>w.c 09.03.20</b> Fire Museum visit</p>	<p><b>w.c 13.04.20</b> Cannon Hall Farm</p> <p><b>w.c 11.05.20</b> Meet a creature</p> <p>FSH - Forest Schools</p>	<p><b>w.c. 08.06.20</b> Visit to the deep</p> <p>FSB - Forest Schools</p>
<p><b>Home Learning</b></p>	<p>Phonics book Reading diaries Home learning books Word time sheets</p>	<p>Phonics book Reading diaries Home learning books Handwriting sheets Word time sheets</p>	<p>Reading diaries Home learning books Spellings Word time sheets</p>	<p>Reading diaries Home learning books Spellings Set 2 sound books Word time sheets</p>	<p>Reading diaries Home learning books Spellings</p>	<p>Reading diaries Home learning books Spellings</p>