# Foundation 1: Long Term Plan 2026-2027

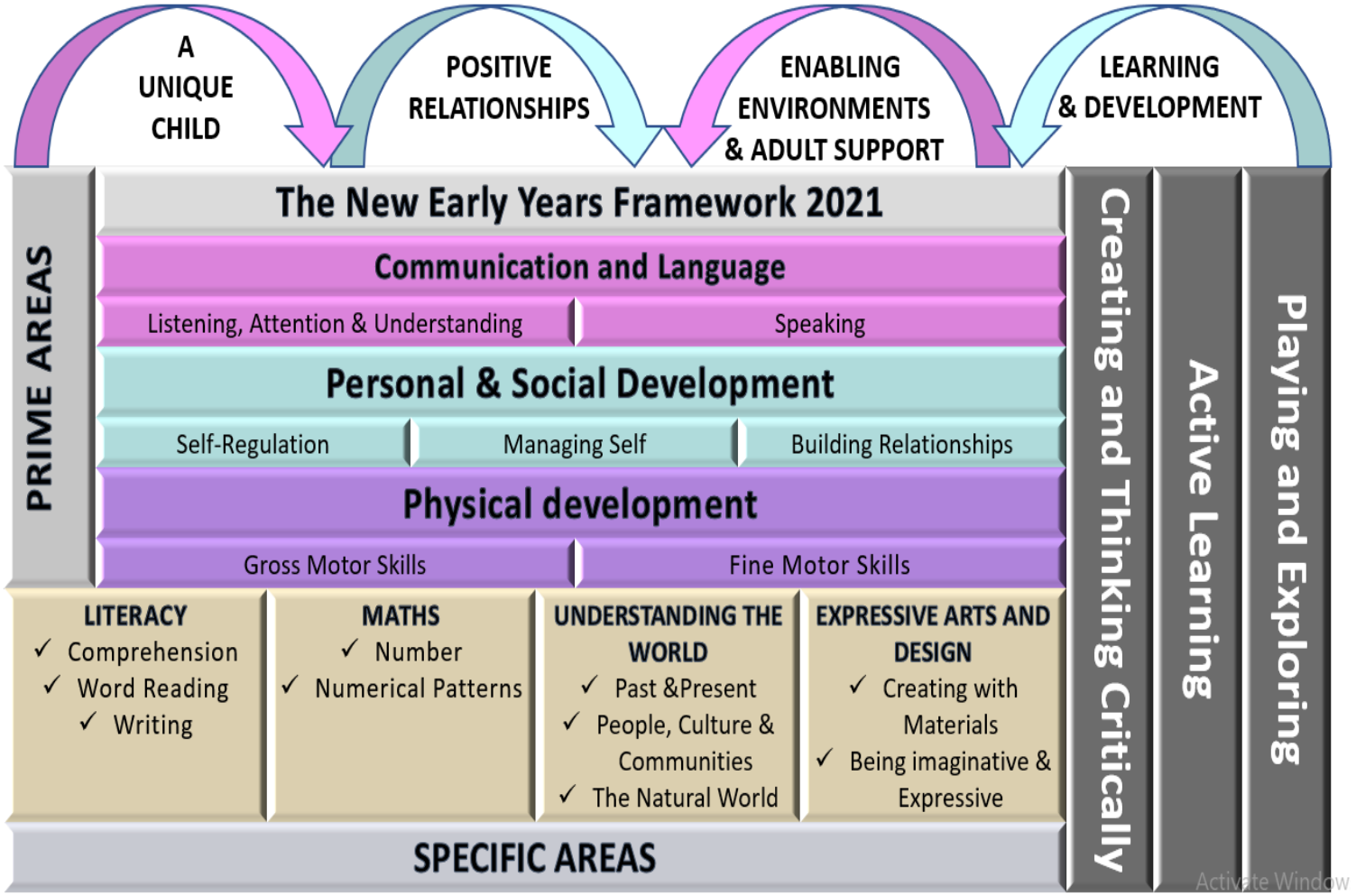
## Our Intent

At Lawns Park, we want our children to learn our core values of Positivity, Perseverance, Patience and Politeness.

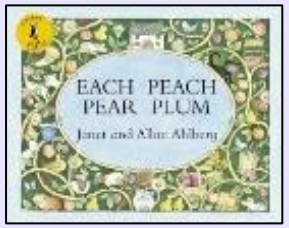
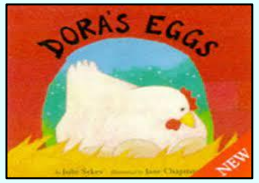
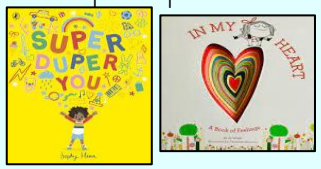
We want our children to show a sense of pride in themselves and respect for others in their immediate school and the local community. We want our children to have opportunities that will enable them to exercise their growing intellectual and emotional muscles as well as their physical ones. We want them to develop their ability to think, feel, see and understand, do and represent, and express. We want them to imagine, puzzle, wonder, explore, befriends and share. We encourage our parents and carers to work in partnership with us to develop independent, happy, life-long learners, who thrive in school. We want our children and families to have a sense of belonging, working collaboratively and respectfully in our diverse world. We will work collaboratively, drawing upon the support of other professional bodies and agencies to ensure that our curriculum remains ambitious, purposeful and meets the needs of all our super Lawns Park Leaners.

Our school is an amazing place to be, and the staff and children are all very proud to be part of the Lawns Park Team!

The EYFS Team



# Foundation 1 Long Term Plan 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes<br><br>NB: *These themes may be adapted at various points to allow for children's interests* | **Super Lawns Parkers**<br>New Beginnings<br>Starting school / getting to know each other/Building relationships/Our new school community &expectations<br>People who help us / Careers<br>My family /<br>**Key Drivers: Prime** | **Let's Celebrate!**<br>Celebrations<br>Diwali Day 20 October 2025<br>Bonfire Night celebrations<br>Harvest<br>The Nativity<br>Christmas<br>**Key Drivers: Understanding of the World**<br>**Literacy** | **Poetry!**<br>An introduction to the world of Poetry<br>A.A. Milne<br>Spike Milligan<br>Michael Rosen<br>EAD: Artist Studies –<br>E.H. Shepherd: Sketching<br>Henri Matisse: Collage linked to<br>RSPB Big Schools birdwatch<br>**Key Drivers: Literacy**<br>**Expressive Arts & Design** | **Where in the World?**<br>Geography /People<br>Exploring the World/Personal likes/dislike/experiences<br>**Key Driver: Understanding of the World – Geography /people** | **What's Growing on the Farm?**<br>Science - Animals<br>What lives on the Farm?<br>Life cycles<br>Farm animals/trip<br>**Key Driver: Understanding of the World - Science** | **Wonderful Me!**<br>Personal Growth and Ambition<br>What have I learned?<br>What do I want to get better at?<br>How do I feel?<br>**Key Drivers: UW/EAD** |
| High Quality Texts | Each Peach Pear Plum: J&A Ahlberg<br>  | Julia Donaldson Stories<br> | | | Dora's Eggs<br>Adam's Farm<br>  | Super Duper You<br>  |
| Fantastics | | | | | | |
| 'Wow' moments / Enrichment | Super Lawns Parker Day<br>Remembrance Day<br>National Poetry Day<br>National Poetry Day 2nd October | Diwali Day<br>Remembrance day<br>Bread Making<br>Christmas Time /Nativity/Santa<br>Theatre Visit<br>10-14th Nov – Nursery Rhyme | National Handwriting Day<br>23rd January<br>National Storytelling week<br>30th Jan-6th Feb | Weather Forecast videos<br>Mother's Day<br>Food tasting<br>World Book Day –<br>7th March 2024<br>Easter Crafts | Visit to the farm<br>Egg Incubation<br>Allotment | Super Duper Me day<br>Sports Day<br>End of year Party |

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| General Themes | Super Lawns Parkers | Lets celebrate! | poetry | Where in the world | What's growing on.. | Wonderful me |

## COEL

### Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## Over Arching Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – We respect, care for and celebrate each other.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

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| General Themes | Super Lawns Parkers | Let's celebrate | poetry | Where in the world? | What's growing on... | Wonderful me |
| **Communication and Language**<br>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting. | The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, Circle Time, PSHE times, stories, singing, speech and language interventions (Neli), EYFS productions, and Word Aware.<br>The two strands of Communication and Language are:<br>• Listening, Attention and Understanding<br>• Speaking.<br><br>Daily story time using high quality texts relating to the current theme or recommendations from children. | **In Autumn 1 children will:**<br>• Introduce themselves and make new friends.<br>• Use formal greetings: Good Morning/Good Afternoon<br>• Talk about experiences that are familiar to them.<br>• Share their passions and dreams?<br>• Talk about their families and show an interest in the lives of other people<br>• Ask and answer simple questions in response to what they hear.<br>• Follow instructions with support<br>• Learn New Words:<br>• Listen and respond to stories.<br>• Join in with traditional rhymes/songs | **In Autumn 2 Children will:**<br>• Learn and use new vocabulary (topic words see MTP)<br>• Tell stories through words and actions<br>• Listen, respond to and give opinions about stories.<br>• Begin to follow instructions independently.<br>• Takes part in group discussions<br>• Understand how to listen carefully and why listening is important.<br>• Begin to use past and present tense appropriately with prompts<br>• Participate in a School Performance | **In Spring 1 Children will:**<br>• Learn and use new vocabulary (topic words see MTP)<br>• Retell a story/poem using some story language/repeated refrains.<br>• Listen, respond to and give opinions on stories<br>• Ask questions to find out more and to check they understand what has been said to them.<br>• Share recent personal experiences.<br>• Sing/say familiar songs, rhymes and poems.<br>• Asks questions to find out more.<br>• Follows two-part instructions with support. | **In Spring 2 Children will:**<br>• Learn and use new vocabulary (topic words see MTP)<br>• Learn, use and develop simple prepositional language.<br>• Listen to and engage in and talk about selected non-fiction<br>• Begin to articulate ideas and thoughts into more complex sentences<br>• Use talk to make connections, explain and question why things happen.<br>• Follows two-part instructions with greater independence | **In Summer1 Children will:**<br>• Learn and use new vocabulary (topic words see MTP)<br>• Learn and recite, new poems, rhymes and songs.<br>• Listens to, engages in and talks about personal experiences, events and learning.<br>• I can describe (use adjectives) events in some detail: farm trip, life cycle.<br>• Begins to develop own narratives and explanations based on personal experiences.<br>• Uses more complex sentences when communicating. | **In Summer 2 Children will:**<br>• Learn and use new vocabulary (topic words see MTP)<br>• Learn, recite and perform all taught poems, rhymes and songs<br>• Talk about similarities and differences between people, objects and events.<br>• I can talk about myself and personal experiences I have had at different points in the school year (end of year video. |

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| General Themes | Super Lawns parkers | Once upon a time | Poetry/Where in the world? | | What's growing on? | Wonderful me! |

## Literacy

It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

### Comprehension - Developing a passion for reading

Children will visit the library weekly

**In Autumn Term Children will:**

- Talk about and shares favourite stories from home
- Repeat some phrases from favourite stories
- Begin to look at and talk about books with an adult
- Fill in missing words in poems and rhymes.
- Talk about pictures and words they see around
- Learn how to handle books properly
- Be introduced to the 'parts of a book.'.
- Begin to learn to identify fiction/non-fiction books
- Be introduced to the 'concept of word.'

**In Spring Term children will:**

- Listen to and begins to join in with favourite stories, rhymes and poems, including nonsense rhymes
- Begin to show awareness of rhythm
- Begin to make predictions and talk about what has happened in the story
- Use the illustrations to help them read books.
- Begin to understand stories have a beginning a middle and an end.
- Begin to name the parts of a book
- Begin to understand that information can be retrieved from books.
- Begin to find taught graphemes in texts.

**In Summer 1 Children will:**

- Join in with repeated refrains, anticipating key events in rhymes and stories
- Demonstrate reading like behaviours; looking at books independently, handling them with care and correct orientation, understanding that print carries meaning and is read from left-right in English.
- Enjoy and join in with rhyming and rhythmic activities such as continuing rhyming strings.
- Begin to blend sounds, orally
- Begin to say initial sounds in some words.
- Begin to match some sounds (phonemes) to letters (graphemes)
- Recognise own name/Begin to read some irregular words I, the

### Word Reading

Children will begin by reading/recognizing familiar logos and using illustrations to help them tell the story before moving onto more focused 'word' reading

Phonics: Throughout the year the following strands of Little Wandle Letters and Sounds are introduced and revisited: Aspect 1- environmental sounds /Aspect 2- Instrumental sounds / Aspect 3- Body Percussion / Aspect 4- Rhythm and Rhyme / Aspect 5- Alliteration /Aspect 6- Voice Sounds / Aspect 7- Oral blending and segmenting.

| | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| **Progression of sounds** | S a t p I n | M d g o c k e | U r h b f l j | V w y z qu ch | Ck x sh th ng nk |
| **Use Reception picture cards** | Snake/astronaut/tiger/ penguin/iguana/net | Mouse/duck/goat//octopus/cat/kite/el ephant | Umbrella/rainbow/helicopter/bear/flamingo/lollipo p/ jellyfish | Volcano/wave/yo-yo/ zebra/queen/cherries | So**ck**/box/ri**ng**/pi**nk**/tee**th** (sound at the end) thumb |
| **Phonemic Awareness Focus** | Teach children to **hear** the same initial sound for words and names for objects. | Teach children to **identify** initial sounds of words and names of objects.<br>Teach children to **distinguish** different sounds | Teach children to **identify** initial sounds of words and names of objects.<br>Teach children to **articulate** sounds correctly – including playing with voice sounds. | Teach children to **identify** initial sounds of words and objects. | Teach children to **identify** final sounds of words and objects. |
| **Games to Play** | Play with Sounds<br>Bertha the Bus<br>Name Play<br>For each new sound play: What's in the Box? | What's in the Box? – with objects that start with different sounds.<br>For each new sound play: What's in the Box? | Play with Sounds<br>Bertha the Bus<br>Name Play<br>For each new sound play: What's in the Box? | Play with Sounds<br>Bertha the Bus<br>Name Play<br>For each new sound play: What's in the Box? | Play with Sounds<br>Bertha the Bus<br>Name Play<br>For each new sound play: What's in the Box?<br>Teach sounds that are at the end of words for:c/ck/x/ng/nk. Then teach children to distinguish other sounds at the end of words. |

## Nursery rhymes/poetry To learn off by heart

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| **Nursery Rhymes**<br>Humpty Dumpty /Miss Polly had a Dolly/ 2 Little Dickie Birds<br>Hickory Dickory Dock/ Days of the week<br>**Number songs and rhymes to 5** | **Nursery Rhymes**<br>Twinkle, Twinkle /Dingle Dangle Scarecrow /Christmas Pudding/Sing a Song of Sixpence/ I Hear Thunder When I Was One. | **Nursery Rhymes**<br>I'm a little teapot /5 Currant Buns<br>I have 10 little fingers/2 Fat Gentleman<br>1,2, 3, 4, 5/ | **Nursery Rhymes**<br>Down in The Jungle<br>5 Little Monkeys Swinging in the Tree<br>I'm a Greedy Crocodile / John Brown's Crocodile. | **Nursery Rhymes**<br>Old McDonald /Mary Mary<br>This is the way we…<br>/Number songs and rhymes:<br>5 Little Peas /I Potato etc | **Nursery Rhymes**<br>Incy Wincy/ Here are the Beehives<br>The Ants Go Marching/I've got a body<br>Keep on Dancing/Heads, Shoulders, |

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| **Writing**<br><br>Writing skills will be developed throughout the year. There will be daily finger gym/squiggle sessions.<br>Half term writing assessments will take place in the form of a portrait and name writing | Key /Supporting Texts as a Stimulus:<br>Sharing A shell<br>The Tell Me Tree<br>Each Peach Pear Plum<br>Julia Donaldson stories: Room on the Broom/A Squash and a Squeeze/The Gruffalo/The Gruffalo's Child/Stick Man<br>'Twas the Night Before Christmas<br>Have You Filled My Bucket?<br>My Friend Bear<br>Rainbow Fish<br>Marvellous Me<br>The Go Away Bird<br>We're Going on a Leaf Hunt<br>The Nativity<br>Little Miss Diwali<br>**In Autumn Term children will:**<br>• Begin to show a preference for a dominant hand<br>• Develop the strength in their hands through Finger Gym/Dough Disco<br>• Begin to hold the pencil in a comfortable grip<br>• Explore with mark making, sometimes giving meaning to their marks<br>• Draw lines (vertical/horizontal/circular/diagonal)<br>• Write for a purpose in role play<br>• Begin to copy the letters in their name (if appropriate)<br>FOCUSSED TEXT TYPE:<br>Entertain: Story<br>Inform: Portraits/ Giving Meaning to Marks<br>Labelling<br>Lists | | Key /Supporting Texts as a Stimulus:<br>Winnie-the-Pooh Complete Collection of Stories and Poems<br>Freckly Feet and Itchy Knees<br>Handa's Surprise<br>Where Does Food Come From?<br>Olivers Fruit Salad<br>Muncha Muncha Muncha<br>Mama Panya's Pancakes<br>**In Spring Term children will:**<br>• Begin to have more control over their mark making tools.<br>• Develop pencil skills: Using a developing tripod grip<br>• Mostly give meaning to the marks they make<br>• Begin to draw zig zags and crosses /anti-clockwise circles<br>• Distinguish between their writing and drawing<br>• Begin (if appropriate) to copy letter formation (name writing)<br>• Begin to form s a t (if appropriate)<br>• Talk about the marks they see in the environment<br>FOCUSSED TEXT TYPE:<br>Entertain: Story/sequencing<br>Inform: Recipe Writing<br>Letters and Postcards | | Key /Supporting Texts as a Stimulus<br>Dora's Eggs /Chicks<br>Adam's Farm<br>Super Duper You<br>In My Heart<br>Rosie's Walk<br>What The Ladybird Heard<br>Old MacDonald<br>Dora's Chicks<br>Noisy Farm<br>What to Do With A Worry<br>Oliver's series<br>The Colour Monster<br>**In Summer 2 children will:**<br>• Begin to draw more detailed pictures<br>• Develop pencil skills: holds pencil in a more secure tripod grip<br>• Give meaning to the marks they make<br>• Begin to break the flow of speech into words in their writing; using letter like structures, leaving spaces between their 'words'<br>• Write some letters from their Christian name independently,<br>• Use some letters accurately in their independent writing (usually those from their name)<br>• Begin to form p i n (if appropriate)<br>• Begin to write pronoun I independently<br>FOCUSSED TEXT TYPE:<br>Entertain: Story/ Food descriptions/alliteration<br>Inform: Diary | |

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| Maths<br>*Following White Rose Maths*<br><br>Half term maths assessments will take place in the form of a set challenge | Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using **manipulatives,** including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go', talk to adults** and peers about what they notice and not be afraid to make mistakes. | | | | | |
| | **Getting To Know You**<br>Weeks 1,2,3: Baseline Assessments<br>**Just Like me**<br>Week 4: Matching and Sorting<br>Week 5 : Comparing – SSM<br>Week 6: Exploring Patterns<br>**It's Me 1,2,3**<br>Week: 7: Representing 1,2,3<br>Week 8: Composition of 1,2,3<br>Week 9: Circles and Triangles/Positional Language<br>**Light & Dark**<br>Week 10: representing Numbers to 5<br>Week 11: Comparing within 3 (see Alive in 5 wk1)<br>Week 12: Shapes with 4 sides/Time<br>**Consolidation and Assess**<br>Weeks 13 & 14: End of term assessments | | **Alive in 5/1**<br>Week1: Introduce 0 Compare numbers to 3 – consolidation<br>Week 2: Comparing, representing and composition of 3<br>Week 3: Comparing mass/capacity/length<br>**Growing**<br>Week4: Subitising and Introduction of number 4<br>Week 5: One More/One Less<br>Week 6: Time<br>**Building**<br>Week 7: Introduce number 5 and Comparing quantities to 5.<br>Week 8: Number Bonds to 3<br>Week 9: Shape and Pattern<br>Week 10: Positional and Directional Language<br>**Consolidate & Assess**<br>Week 11 & 12: End of term assessments | | **To 10 and Beyond**<br>Week 1: Counting Forwards and backwards to 5 and beyond<br>Week2: Measuring Time – Days<br>Week 3: Prepositional language /spatial awareness<br>**First Then Now**<br>Week 4: Addition/part part, whole<br>Week 5: Subtraction/part, part, whole<br>Week 6: Spatial Reasoning – Shapes within shapes/Find my match/ jigsaws<br>**Find My pattern**<br>Week 7: Doubling<br>Week 8: Sharing and Grouping<br>Week 9: Even and odd<br>Week 10: Spatial Reasoning/Odd One Out – Spot the difference<br>**On The Move**<br>Weeks 11-12: Select On The Move activities for closing gaps<br>**Consolidate and Assess**<br>Week 13: Final assessment | |

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| **Expressive Arts and Design**<br><br>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.<br><br>Work will be displayed in the classroom<br>lots of links to Fine Motor Skills. Children to share their opinions and explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions. | The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
| | In Autumn 1 children will:<br>• Join in with songs<br>• begin to mix colours<br>• Build stories around toys (small world) use available props to support role play<br>• Build models using construction equipment. Making own houses.<br>• Explore with junk modelling and explain what they did.<br>• Explore with sounds and how they can be changed, Tap out simple rhythms.<br>• Play pitch matching games, humming or singing<br>• Draw a self-portrait (enclosing lines): Create drama through literacy<br>• Be Introduced to Artist Studies: Picasso /Kandinksky<br>**Skills**: Introduce how to use tools and equipment – Using lines to paint/draw portraits/shapes **Reflect, adapt and improve.** | In Autumn 2 children will:<br>• Use different textures and materials: firework pictures<br>• Listen to music: making own dances in response<br>• Create Diwali patterns.<br>• Create Christmas decorations, cards Christmas songs/poems<br>• Explore with different techniques for arranging/ joining materials- using adhesive tape and glue<br>• Participate in performing The Nativity<br>• Be introduced to the artists: Andy Goldsworthy/Vincent Van Gogh and produce a piece of artwork using his artist style as a stimulus<br>**Skills**: Colour mixing/natural sculpture (making arrangements)<br>Printing- Autumnal art<br>Oracy/presenting/singing<br>**Reflect, adapt and improve.** | In Spring 1 children will:<br>• Explore illustrations- focussing on the work of E.H Shepherd – Sketching<br>• - Discuss artist. Henri Matisse: Collage (skills: cutting/tearing/folding/layering) Create our own matisse inspired artwork. As we participate in The Big Schools Birdwatch.<br>• Make lanterns, Chinese writing, puppet making, Chinese music and composition<br>• Recognise, create and describe pattern:<br>• Learn and perform poetry.<br>• Create drama through literacy.<br>**Skills**: Sketching (pen/pencil control)/Collage (tearing, cutting, folding and layering.<br>**Reflect, adapt and improve.** | In Spring 1 children will:<br>• Print and Colour Mix /Photography- making patterns using different colours/materials<br>• Study Thandiwe Muriu - Photography -Creating traditional African prints/patterns then adding photos to our patterns. Explore printing and create artwork based on African Art<br>• Learn a traditional African song and dance and perform it /<br>• Create musical instruments- Drums?<br>• Explore other countries and create drama through literacy<br>**Skills**: Printing: exploring pattern<br>Using Scissors to Cut<br>Following a rhythm/beat<br>**Reflect, adapt and improve.** | In Summer 1 children will:<br>• Study: Natsumi Tamita's Sculpture: They will fix and Join as they create farm Animals using junk materials<br>• Construct with a range of material.<br>• Create sounds/sound effects using Musical /home made instruments<br>• Create drama through literacy<br>**Skills**: Fixing and Joining<br>Using scissors to cut<br>Hole punches/sticky tape etc<br>**Reflect, adapt and improve.** | In Summer 2 children will:<br>• Paint self portraits using: water colours/ shading by adding black or white<br>• Explore colour mixing – Representing feelings through colour<br>• Use loose parts to create Self Portraits<br>• Explore how Music and Dance. make you feel<br>• Study the artist John Constable –Cloud Studies How do we produce these effects / Textures<br>• Create Drama representing: Feelings: taking photos of children acting out emotions<br>• **Skills**: Colour Mixing – Light/dark/shadow etc<br>Painting: Portraits<br>**Reflect, adapt and improve.** |

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| General Themes | Super Lawns Parkers | Let's celebrate! | Poetry | Where in the world | What's growing on? | Wonderful me! |

## Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**
**At Lawns Park we use The Zones of Regulation to help our children understand and manage their thoughts, feelings and behaviours.**

PSED is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times and nurture style interventions where appropriate.

The three strands of PSED are:

- Managing Self
- Self regulation
- Building relationships

### In the Autumn term children will:

- Share information about themselves and their family (BR)
- Begin to recognise and talk about similarities between people (BR)
- Have an understanding of what it means to be respectful and to be treated with respect (BR)
- Recognise and talk about how they celebrate events, noticing similarities and difference between other communities. (BR)
- Know and understand that some actions and words can hurt others feelings. (BR)
- Know about and use strategies to manage and resolve conflict (BR)
- Develop strategies for making friends (BR)
- Recognise themselves as an individual and talk about the qualities that make them special (MS)
- Begin to recognise themselves as a learner, talking about and developing self help skills (MS)
- Know how to manage personal hygiene and its importance ( Hand washing) (MS)
- Begin to understand and follow classroom rules and behaviour expectations. (MS)
- Recognise and understand people who can help them at home and in school. (SR)
- Develop language related to feelings in response to new experiences (starting school) (SR)
- Begin to develop strategies for coping with 'not so good feelings', knowing some self-care techniques) (SR)
- Develop kindness, care and respect for the other members of the class (SR)
- Be independent in following classroom routines including bathroom and preparation for outdoor learning (SR)

Begin to understand DEMOCRACY

**KapowTheme: Special Relationships / My Feelings**

**Introducing The Zones of Regulation**

### In Spring term children will:

- Recognise and talk about the things they are good at and the things they want to improve (MS)
- Develop confidence in trying new things/ learning new skills (MS)
- Take responsibility for classroom tasks and routines (MS)
- Develop and understanding an awareness of resilience when things go wrong (SR)
- Recognise their personal feelings, developing strategies for dealing with positive and negative emotions. (SR)
- Recognise and empathise with the feelings of others (BR)
- Know what makes a good friend, showing care and concern for others. (BR)

**KapowTheme: Listening and Following Instructions / My Family and Friends**

### In Summer term children will:

- Recognise and understand the importance of diet, hygiene and exercise for a healthy lifestyle (MS)
- Have an understanding and awareness of lifecycles in relation to humans and animals
- Be kind to all living creatures
- Recognise and talk about how their bodies have grown and changed since being born.
- Recognise and talk about ways to keep themselves safe; inside/ outdoors and online
- Recognise and talk about people who help to keep me safe
- Recognise and talk about right and wrong, understanding ways to deal with conflict (SR)

**KapowTheme: Taking on Challenges / My Wellbeing**

**Early learning Goals**: Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task
*Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty

# Foundation 1 Long Term Plan 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | Super Lawns Parkers | Let's celebrate! | Poetry | Where in the world | What's growing on? | Wonderful me! |

## Physical development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**

## Fine Motor

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Daily opportunities for Fine Motor Activities

### In the Autumn term children will:

- Thread and weave using a fine pincer grasp
- Snip and cut paper
- Squash, squeeze, roll, pinch, press modelling materials to change their shape.
- Draw lines and circles using anticlockwise movements, retracing vertical lines
- Begin to form familiar and taught letters correctly
- Dress and undress managing simple fastening independently.
- Explore with a range of mark- making tools. Using them with purpose and intention
- Draw simple representations
- Use emergent letter shapes in their independent writing.
- Show preference for a dominant hand.
- Build and balance with large blocks

### In the Spring term children will:

- Cut and shape paper, cutting along a straight, curved, pointy line
- Shape and mould modelling materials to change its form
- Use a fine pincer grasp when tearing paper
- Use a fine pincer grasp to transfer small objects from one vessel to another
- Use a range of one-handed tools- hole punch, stapler, tweezers
- Consolidate and refine taught letter formation, , beginning to sit writing on a line.
- Hold pencils with a comfortable grip forming recognizable letters, most being correctly formed.
- Draw detailed images including finer facial details/ body parts when drawing people/ animals.
- Manage fastenings such as zips and buttons when dressing and undressing
- Build and balance with small blocks

### In the summer term children will

- Tear, snip, cut and shape paper using scissors
- Use and hold pencils in a secure tripod grip, forming letters correctly , sitting them on a line.
- Use one hand consistently and independently for fine motor tasks
- Draw detailed images, colouring within the lines
- Draw shapes
- Build and construct with smaller construction kits such as Lego

## Gross Motor

Weekly Brain breaks
Dough disco
Squiggle

**CONTINUOUS PROVISION;** Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options**From Development Matters 21:**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

# Foundation 1 Long Term Plan 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | Super Lawns parkers | Celebrations! | Poetry | Where in the world | What's growing on? | Wonderful me! |

## Understanding the world
## RE / Festivals

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

We enable children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

### In Autumn Term Children will:

**People and Communities**

- Show understanding of family by imitating scenes in play
- Begin to explore and develop friendships
- Explore celebrations, traditions and cultures – sharing their own

**The World**

- Explore with small world equipment, showing interest in animals, plants and places
- Notice differences and changes in the world around them – Seasonal change
- Notice and name things in the places they live and play

**Technology**

- Show interest in technology and show a desire to acquire skills- looking for switches, asking how something works

REFLECTION TIME DAILY

### In Spring Term Children will:

**People and Communities**

Talk about significant things in their life (present/past)
Show interest in the things people do (jobs)

**The World**

Make observations/describe and name British garden birds as they participate in the Big Schools Birdwatch.
Make comments about the place where they live and play
Talk about things they have seen and experienced – Make comparisons with other parts of the world.

**Technology**

Know how to operate simple equipment Eg CD player, take a photograph
Explore with remote controls, buttons, knobs and pulleys to make things work

REFLECTION TIME DAILY

### In SummerTerm Children will:

**People and Communities**

Begin to know some of the things that make them unique
Begin to share and talk about times and people that are special to them
Begin to recognise similarities and differences in the ways they and others celebrate and live.

**The World**

Begin to talk about why things happen and how things work. (Sc)
Begin to talk about where they live, its features and the things they do/ don't like (Geog) Nautural or man-made

**Technology**

Use ICT hardware- ipads for photographs
Use art software on Smart to create images and artwork

REFLECTION TIME DAILY

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| • Tell us all about you…Which people are special to you, why?<br>• Being special: where do we belong?<br>• Family – past and present – Family trees.<br>• Being part of the Lawns Park family<br>• Which stories are special, why? | • Autumn (seasonal change) / Christmas /Diwali /Weather/Consider the history behind some celebrations:<br>History – Toys. What did your parents/ grandparents get for Christmas? **(KS1 Prep)** | • Chinese new year<br>• Science: Changes in materials – Baking<br>Describing and naming birds<br>History: Castles/Kings & Queens **(KS1 prep)** | • Easter<br>• Seasonal Change<br>• Where in the world does our food come from<br>• Comparing countries/cultures | • What is special about our world?<br>• Awe and wonder: growth and change of animals<br>• Life Cycles **(KS1 prep)**<br>• Whose Baby - Animals | • What is special about our world?<br>• Weather – seasides **(KS1 Prep)**<br>• How have I changed |

# Foundation 1 Long Term Plan 2026-2027

## Observational Checkpoints– for the END OF THE YEAR - best fit Judgement!

### Communication and Language

**Observational Checkpoint:**
**Around the age of 4 the child..**

- Uses sentences of four to six words – "I want to play with cars" or "What's that thing called?"?
- Uses sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".
- Uses the future and past tense: "I am going to the park" and "I went to the shop"?
- Answers simple 'why' questions?

### Personal, social, emotional development

**Observational Checkpoint**
**Around the age of 4 the child…**

**Self Regulation**

- Talks about their feelings using happy, sad, angry or worried.
- Begins to understand how others may be feeling.

**Managing Self:**

- Finds solutions to conflicts/rivalries with support
- Remembers and follows rules, remembering why they are important
- Uses large and small motor skills to do things independently: eg: Putting on coat.
- Starts to eat independently using a knife and fork.
- Is increasing independent in meeting own care needs eg: washing/drying hands.
- Begins to make healthy choices

**Building Relationships:**

- The child starts to enjoy the company of other children and want to play with them?
- Becomes More confident in new social situations
- Becomes more outgoing with unfamiliar people
- Develops a sense of responsibility and membership of a community (school)
- Plays with one or more other children

### Physical Development

**Observational Checkpoint**
**Around the age of 4 the child…**

**Gross Motor Skills**

- Begins to balance, ride (scooters, trikes, bikes) and use ball skills.
- Climbs stairs or apparatus using alternate feet
- Begins to skip, hop, balance on one leg for short periods
- Begins to take part in self made and team games.
- Begins to remember sequences of patterns and movements related to rhythm and music

**ELG: Fine Motor Skills**

- Uses one handed tools and equipment eg: using scissors to snip.
- Uses a comfortable grip with good control when using mark making tools.
- Shows a preference for a dominant hand

### Literacy

**Observational Checkpoint**
**Around the age of 4 the child…**

**Comprehension**

- Begins to Understand key concepts about print eg: Print has meaning / In English text is read from left to right and top to bottom/Names the different parts to a book/Page sequencing
- Learns new vocabulary related to stories

**Word Reading**

- Develops their phonological awareness so that they can spot and suggest rhymes/Counts or clap syllables/Recognises words with the same initial sounds.

**Writing**

- Uses their print and letter knowledge in early writing.
- Writes some or all of their name.
- Writes some letters accurately

### Maths

**Observational Checkpoint**
**Around the age of 4 the child…**

**Number**

- Subitises up to 3 objects
- Says one number name for each item in order up to 5.
- Knows that the last number counted is how many are in the set.
- Shows finger numbers up to 5.
- Links numerals an amounts up to 5.

**Numerical Patterns**

- Recites numbers beyond 5
- Experiments with own symbols and marks as well as numerals
- Solves real world mathematical problems up to 5
- Compares quantities using language such as more than/fewer than.
- Talk about, explore, compare and use 2D and 3D shapes using informal and some mathematical language.
- Understands positional and directional language.
- Makes comparisons between objects (size/weight/length/capacity)
- Talk about, identify, extend and create patterns noticing errors in a repeating pattern.
- Begins to sequence real life events.

### Understanding the World

**Observational Checkpoint**
**Around the age of 4 the child…**

**Past and Present**

- Begins to make sense of their own life story and history.

**People, Culture and Communities**

- Knows that there are different countries in the world and talks about the differences they see.
- Continues to develop positive attitudes about the differences between people
- Shows interest in different occupations

**The Natural World**

- Uses their senses to explore natural materials talking about what they see, comparing different and similar properties.
- Begins to understand the need to respect and care for the natural environment and all living things including; planting seeds and caring for growing plants and the life cycles of animals
- Explores and talk about forces
- Talks about and compare materials and how they change

### Expressive arts and design

**Observational Checkpoint**
**Around the age of 4 the child…**

**Creating with Materials**

- Explores different materials freely and develops their ideas about how to use them and what to make.
- Develops their own ideas and then decides which materials to use to express them.
- Joins different materials and explore different textures.
- Creates closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draws with increasing complexity and detail, such as representing a face with a circle and including details/showing emotion in their faces
- Explores colour and colour mixing.
- Listen with increased attention to sounds, responding to what they have heard, expressing their thoughts and feelings.
- Remembers and sings entire songs and creates their own songs (or improvise a song around one they know.)
- Plays instruments with increasing control to express their feelings and ideas.

**ELG: Being Imaginative and Expressive**

- Takes part in simple pretend play, using objects to represent something else even though they are not similar.
- Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.