

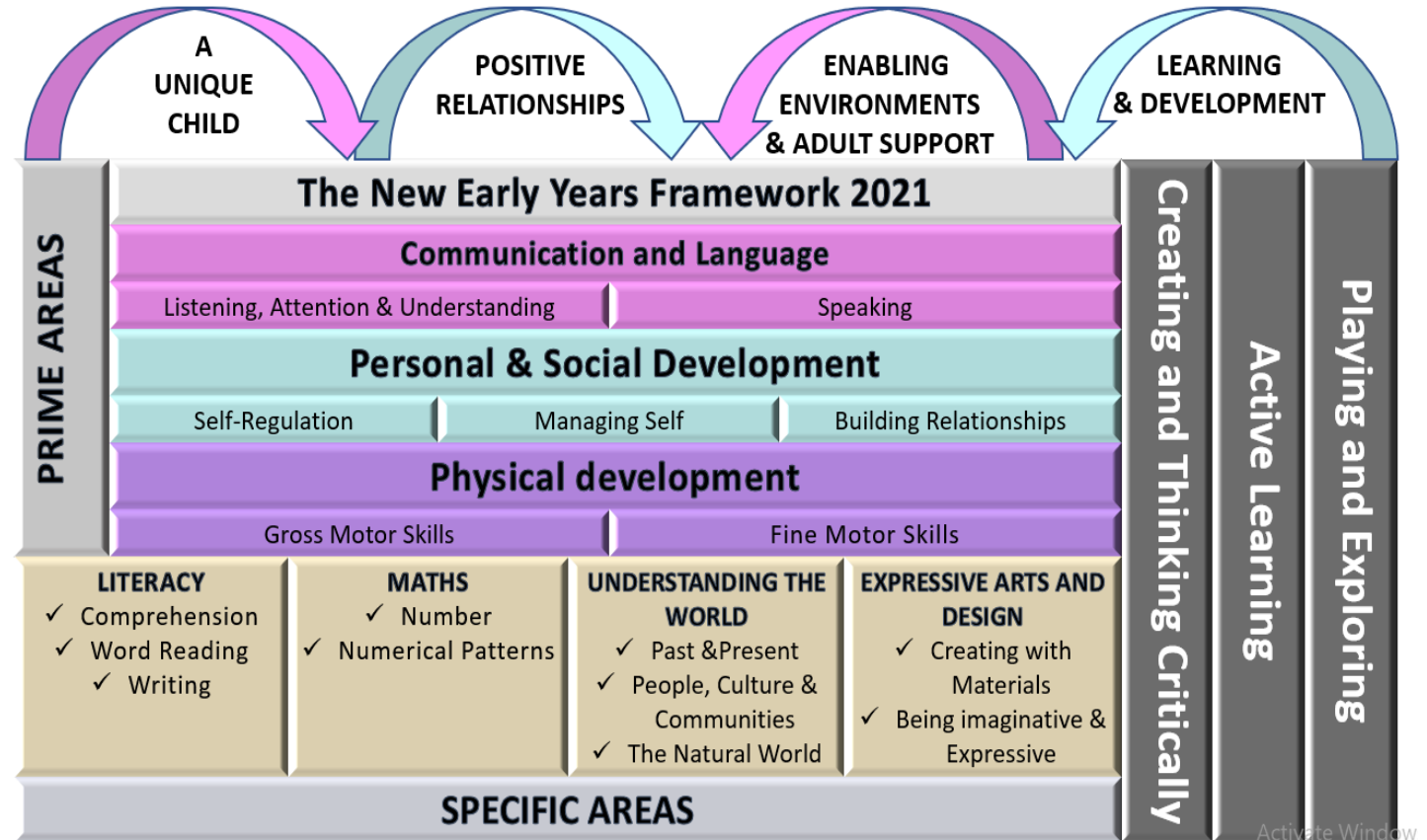
FOUNDATION 1

LONG TERM PLAN 24-25



At Lawns Park, we aim to 'Make Learning Purposeful'. This runs through everything we do, from our lessons, our learning environment both indoors and outdoors to experiences, visits and visitors. 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!

Children feel valued and respected in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the Foundation Stage. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KSI as happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.
The EYFS Team





FOUNDATION 1 LONG TERM PLAN 24-25



AUTUMN 1



AUTUMN 2

SPRING 1



SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

SUPER LAWS PARKERS

New Beginnings

Starting school / getting to know each other/Building relationships/Our new school community & expectations
People who help us / Careers
My family /

Key Drivers: Prime

ONCE UPON A TIME

Traditional Tales

A Starry Night
Van Gogh

Key Drivers: Arts & Design

WHERE IN THE WORLD?

LAND/SEA /AIR

Geography /People

Exploring the World/Personal likes/dislike/experiences

Key Driver: Understanding of the World – Geography/History/people

Would you rather travel in a ...? Compare vehicles past and present.

WHAT'S GROWING ON...IN THE GARDEN?

Science - plants

What can we grow in our garden?

Where does our food grow?

Key Driver: Understanding of the World - Science

WONDERFUL ME!

Personal Growth and Ambition

What have I learned?
What do I want to get better at?

How do I feel?

Key Drivers: UW/EAD

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS

HIGH QUALITY TEXTS

Stick and Stone Julia Donaldson
The Tell Me Tree – Karen Inglis
The Colour Monster



The Gingerbread Man
T'Was the Night Before
Christmas



Naughty Bus
Cars and Trucks and Things that Go
Where the Wild Things Are



The Extraordinary Gardener
Muncha, Muncha, Muncha



Super Duper You
Marvelous Me



FANTASTICS



'WOW' MOMENTS / ENRICHMENT

Remembrance Day
National Poetry Day 03/10/24
Diwali 31/10/24

Nursery Rhyme Week 11-15 November
Remembrance day
Baking
Christmas Time /Nativity/Santa
Theatre Visit/visitors

National Storytelling week 27th Jan-4th Feb 2025
Transport Trips?
World Book Day 6th March 2025
Easter Crafts
Mother's Day 30 March 2025

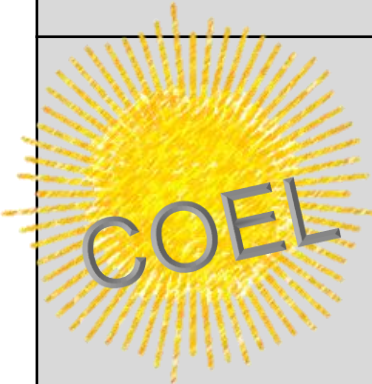
Visit to Nursery/Allotment
Garden renovation
Growing our own food
Food Tasting
RSPB Wild Challenges
Save the Bees

Super Duper Me day
Sports Day
End of year Party



FOUNDATION 1 LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD LAND, SEA, AIR		WHAT'S GROWING ON..	WONDERFUL ME



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.

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

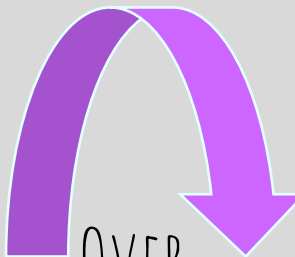
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – We respect, care for and celebrate each other.

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.



OVER
ARCHING
PRINCIPLES



FOUNDATION 1 LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD? LAND, SEA OR AIR		WHAT'S GROWING ON...	WONDERFUL ME
COMMUNICATION AND LANGUAGE	<p>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.</p>					
<p>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.</p> <p>The two strands of Communication and Language are:</p> <ul style="list-style-type: none"> Listening, Attention and Understanding Speaking. <p>Daily story time using high quality texts relating to the current theme or recommendations from children.</p>	<p>In Autumn 1 children will:</p> <ul style="list-style-type: none"> Introduce themselves and make new friends Use formal greetings: Good Morning/Good Afternoon Talk about experiences that are familiar to them. Share their passions and dreams? Talk about their families and show an interest in the lives of other people Ask and answer simple questions in response to what they hear. Follow instructions with support <ul style="list-style-type: none"> Learn New Words: Learning/Pride/Perseverance / Safety/Success Listen and respond to stories. Join in with traditional rhymes/songs 	<p>In Autumn 2 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Tell stories through words and actions Listen, respond to and give opinions about stories. Begin to follow instructions independently. Takes part in group discussions Understand how to listen carefully and why listening is important. Begin to use past and present tense appropriately with prompts Participate in a School Performance 	<p>In Spring 1 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Retell a story using some story language/repeated refrains. Listen, respond to and give opinions on stories Ask questions to find out more and to check they understand what has been said to them. Share recent personal experiences. Sing/say familiar songs, rhymes and poems. Asks questions to find out more. <ul style="list-style-type: none"> Follows two-part instructions with support. 	<p>In Spring 2 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Learn, use and develop simple prepositional language. Listen to and engage in and talk about selected non-fiction Begin to articulate ideas and thoughts into more complex sentences <ul style="list-style-type: none"> Use talk to make connections, explain and question why things happen. Follows two-part instructions with greater independence 	<p>In Summer 1 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Learn and recite, new poems, rhymes and songs. Listens to, engages in and talks about personal experiences, events and learning. <ul style="list-style-type: none"> I can describe (use adjectives) events in some detail: farm trip, life cycle. Begins to develop own narratives and explanations based on personal experiences. Uses more complex sentences when communicating. 	<p>In Summer 2 Children will:</p> <ul style="list-style-type: none"> Learn and use new vocabulary (topic words see MTP) Learn, recite and perform all taught poems, rhymes and songs Talk about similarities and differences between people, objects and events. <ul style="list-style-type: none"> I can talk about myself and personal experiences I have had at different points in the school year (end of year video).



FOUNDATION 1 LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD?		WHAT'S GROWING ON?	WONDERFUL ME!

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)

LITERACY

COMPREHENSION - DEVELOPING A PASSION FOR READING

Children will visit the library weekly

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

<p>In Autumn Term Children will:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Learn how to handle books properly Be introduced to the 'parts of a book.' Begin to learn to identify fiction/non fiction books <ul style="list-style-type: none"> Be introduced to the 'concept of word.' 	<p>In Spring Term children will:</p> <ul style="list-style-type: none"> Listen to and begins to join in with favourite stories, rhymes and poems, including nonsense rhymes <ul style="list-style-type: none"> Begin to show awareness of rhythm Begin to make predictions and talk about what has happened in the story <ul style="list-style-type: none"> Use the illustrations to help them read books. Begin to understand stories have a beginning a middle and an end. <ul style="list-style-type: none"> Begin to name the parts of a book Begin to understand that information can be retrieved from books. <ul style="list-style-type: none"> Begin to find taught graphemes in texts. 	<p>In Summer 1 Children will:</p> <ul style="list-style-type: none"> Join in with repeated refrains, anticipating key events in rhymes and stories <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Begin to blend sounds, orally <ul style="list-style-type: none"> 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 l, the
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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 l n	M d g o c k e	U r h b f l j	V w y z q u c h	C k x s h t h n g n k
Use Reception picture cards	Snake/astronaut/tiger/penguin/iguana/net	Mouse/duck/goat//octopus/cat/kite/el ephant	Umbrella/rainbow/helicopter/bear/flamingo/lollipop/ jellyfish	Volcano/wave/yo-yo/ zebra/queen/cherries	Sock/box/ring/pink/teeth (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. Teach children to distinguish different sounds	Teach children to identify initial sounds of words and names of objects. 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 Bertha the Bus Name Play For each new sound play: What's in the Box?	What's in the Box? – with objects that start with different sounds. For each new sound play: What's in the Box?	Play with Sounds Bertha the Bus Name Play For each new sound play: What's in the Box?	Play with Sounds Bertha the Bus Name Play For each new sound play: What's in the Box?	Play with Sounds Bertha the Bus Name Play For each new sound play: What's in the Box? 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	<p>Nursery Rhymes Humpty Dumpty /Miss Polly had a Dolly Hickory Dickory Dock/Days of the week</p>	<p>Nursery Rhymes Twinkle, Twinkle /Dingle Dangle Scarecrow /Christmas Pudding Number songs and rhymes to 5 Five little leaves</p>	<p>Nursery Rhymes I'm a little teapot /5 Currant Buns I have 10 little fingers/2 Fat Gentleman 1,2, 3, 4, 5/ John Brown's Crocodile</p>	<p>Nursery Rhymes The Grand Old Duke of York/The wheels on the bus. # Down at the station</p>	<p>Nursery Rhymes Old McDonald /Mary Mary This is the way we... /umber songs and rhymes: 5 Little Peas /1 Potato etc</p>	<p>Nursery Rhymes Incy Wincy/ Here are the Beehives The Ants Go Marching/I've got a baby Keep on Dancing/Heads, Shoulders,</p>
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FOUNDATION 1 LONG TERM PLAN 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER LAWN PARKERS	ONCE UPON A TIME	WHERE IN THE WORLD		WHAT'S GROWING ON	WONDERFUL ME!
WRITING	<p>Key /Supporting Texts as a Stimulus: The Tell Me Tree Each Peach Pear Plum Stick and Stone Not a Stick Colour Monster Have You Filled My Bucket? My Friend Bear The Go Away Bird What is Autumn The Nativity Little Miss Diwali Fill a Bucket The Gingerbread Man</p> <p>In Autumn Term children will:</p> <ul style="list-style-type: none"> • Begin to show a preference for a dominant hand • Develop the strength in their hands through Finger Gym/Dough Disco • Begin to hold the pencil in a comfortable grip <p>• Explore with mark making, sometimes giving meaning to their marks</p> <ul style="list-style-type: none"> • Draw lines (vertical/horizontal/circular/diagonal) <ul style="list-style-type: none"> • Write for a purpose in role play • Begin to copy the letters in their name (if appropriate) <p>FOCUSSED TEXT TYPE: Entertain: Story Inform: Portraits/ Giving Meaning to Marks Labelling Lists</p>		<p>Key /Supporting Texts as a Stimulus: Naughty Bus The Train Ride The Smeds and the Smoos Where the Wild Things Are. Cars and Trucks and Things That Go You can't get an Elephant on a Bus The Runaway Train The 100 Decker Bus</p> <p>In Spring Term children will:</p> <ul style="list-style-type: none"> • Begin to have more control over their mark making tools. <ul style="list-style-type: none"> • Develop pencil skills: Using a developing tripod grip <ul style="list-style-type: none"> • Mostly give meaning to the marks they make • Begin to draw zig zags and crosses /anti-clockwise circles <ul style="list-style-type: none"> • Distinguish between their writing and drawing • Begin (if appropriate) to copy letter formation (name writing) <ul style="list-style-type: none"> • Begin to form s a t (if appropriate) • Talk about the marks they see in the environment <p>FOCUSSED TEXT TYPE: Entertain: Story/sequencing Inform: Geographical Fact Files/Maps Letters and Postcards</p>		<p>Key /Supporting Texts as a Stimulus Where Does Food Come From? Muncha Muncha Muncha Monsters Don't Eat Broccoli The Extraordinary Gardener Super Duper You Marvellous Me The First Book of Minibeasts What to Do With A Worry</p> <p>In Summer 2 children will:</p> <ul style="list-style-type: none"> • Begin to draw more detailed pictures <ul style="list-style-type: none"> • Develop pencil skills: holds pencil in a more secure tripod grip <ul style="list-style-type: none"> • Give meaning to the marks they make • Begin to break the flow of speech into words in their writing; using letter like structures, leaving spaces between their 'words' • Write some letters from their Christian name independently, <ul style="list-style-type: none"> • Use some letters accurately in their independent writing (usually those from their name) <ul style="list-style-type: none"> • Begin to form p i n (if appropriate) • Begin to write pronoun I independently <p>FOCUSSED TEXT TYPE: Entertain: Story/ Food descriptions/alliteration Inform: Diary/poster</p>	

OBSERVATIONAL CHECKPOINTS – FOR THE **END OF THE YEAR** - BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>Observational Checkpoint: Around the age of 4 the child..</p> <ul style="list-style-type: none"> 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? 	<p>Observational Checkpoint Around the age of 4 the child..</p> <p>Self Regulation</p> <ul style="list-style-type: none"> Talks about their feelings using happy, sad, angry or worried. Begins to understand how others may be feeling. <p>Managing Self:</p> <ul style="list-style-type: none"> 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 <p>Building Relationships:</p> <ul style="list-style-type: none"> 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 	<p>Observational Checkpoint Around the age of 4 the child..</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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 <p>ELC: Fine Motor Skills</p> <ul style="list-style-type: none"> 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 	<p>Observational Checkpoint Around the age of 4 the child..</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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 <p>Word Reading</p> <ul style="list-style-type: none"> Develops their phonological awareness so that they can spot and suggest rhymes/Counts or clap syllables/Recognises words with the same initial sounds. <p>Writing</p> <ul style="list-style-type: none"> Uses their print and letter knowledge in early writing. Writes some or all of their name. Writes some letters accurately 	<p>Observational Checkpoint Around the age of 4 the child..</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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. 	<p>Observational Checkpoint Around the age of 4 the child..</p> <p>Past and Present</p> <ul style="list-style-type: none"> Begins to make sense of their own life story and history. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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 <p>The Natural World</p> <ul style="list-style-type: none"> 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 	<p>Observational Checkpoint Around the age of 4 the child..</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>ELC: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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.