

## Foundation Long Term Plans cycle 1 Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>THEMES</b>	Nursery Rhymes	Light & Dark Festivals	The Sea	Stories from other Cultures	Mini-beasts	Walsden & Materials
Personal, Social & Emotional	Introduce Buddy Scheme SEAL – New Beginnings	SEAL – Relationships	SEAL – Going for Goals & Sharing	Keeping Safe and healthy	SEAL – Getting on / Falling Out	SEAL – Changes
Physical Development	Introduction to Movement  Hygiene	Dance  Un/Dressing	Gymnastics  Why do we Exercise?	Dance & Gymnastics  Safety in the Learning Areas	Small Equipment Skills  Healthy Eating	Ball Skills  How to be Healthy
Understanding the World (People & Community, The World + Technology)	Where do we Live?  Who Lives With us?  Transport past & Present  Exploring Autumn  Mouse Control & Accessing Programmes	Special Times  Toys Past & Present  How do Christians Celebrate Christmas?  Materials – what objects are made from  Light & Dark	Jobs  What Makes a Good Helper?  Environments - animals  Melting & Freezing? Sinking & Floating  Search Engines	How Do Christians Celebrate Easter?  Exploring Spring Programming	How We Are Different & The Same as People We Know  Who and What are Special to us?  Habitats  Exploring Summer  Programming	Materials  What Can we See in Our Wonderful World?  Exploring Walsden  Photography & Video Recording


		Winter				
		Using Devices & E-mail				
Expressive Arts & Design (Exploring & Using Media & Materials + Being Imaginative)	Nursery Rhymes  Beat & Tempo  Mixing Paints – nursery rhymes character or object  Mixing Colours - nursery rhymes character or object  Malleable Materials	Learning Songs  Listening to & Making Music  Music Inspired Art  Pastel & Pencils – Still Life  Malleable Materials	Exploring Instruments to Represent Text  Loud & Quiet Music  Collage  Malleable Materials  Fruit ice lollies	Listening to Different Types of Music  Junk Modelling  Malleable Materials	Exploring Traditional Music  High & Low Music  Sewing  Malleable Materials  Fruit kebabs or salad	Exploring How Sound Can be Changed  Repeat Patterns  Photography – scene  Malleable Materials

## Foundation Long Term Plans cycle 2 Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>THEMES</b>	<b>Home &amp; School</b>	<b>Light &amp; Dark Festivals</b>	<b>Winter Exploration</b>	<b>Materials</b>	<b>Fairy Tales</b>	<b>Farm</b>
<b>Personal, Social &amp; Emotional</b>	Introduce Buddy Scheme SEAL – New Beginnings	SEAL – Relationships	SEAL – Going for Goals & Sharing	SEAL – Keeping Safe and healthy	SEAL – Getting on / Falling Out	SEAL – Changes
<b>Physical Development</b>	Introduction to Movement  Hygiene	Dance  Un/Dressing	Gymnastics  Why do we Exercise?	Dance & Gymnastics  Safety in the Learning Areas	Small Equipment Skills  Healthy Eating	Ball Skills  How to be Healthy
<b>Understanding the World (People &amp; Community, The World + Technology)</b>	How Have we Changed?  Where do we Live?  Who Lives With us?  Autumn  Mouse Control & Accessing Programmes	Special Times  Toys Past & Present  How do Christians Celebrate Christmas?  Light & Dark  Using Devices & E-mail	Jobs including helping others in the community  What Makes a Good Helper?  Habitat – polar regions  Winter - Melting & Freezing  Search Engines	How Do Christians Celebrate Easter?  Materials – what objects are made from  Spring  Interactive Whiteboards & Paint Programme	How We Are Different & The Same as People We Know  Who and What are Special to us?  Investigating Walsden  Summer  Programming	Holidays  What Can we See in Our Wonderful World?  Animals  Photography & Video Recording

<p><b>Expressive Arts &amp; Design</b> (Exploring &amp; Using Media &amp; Materials + Being Imaginative)</p>	<p>Nursery Rhymes  Beat &amp; Tempo  Mixing Paints – Portraits</p>	<p>Learning Songs  Listening to &amp; Making Music  Music Inspired Art  Pastel &amp; Pencils – Still Life</p>	<p>Exploring Instruments to Represent Text  Loud &amp; Quiet Music  Ice lollies  Sewing &amp; weaving – Aurora Borealis &amp; winter colours  Snowmen – model magic</p>	<p>Listening to Different Types of Music  Collage  Junk modelling</p>	<p>Exploring Traditional Music  High &amp; Low Music  Malleable Materials  Fruit kebabs or salad</p>	<p>Exploring How Sound Can be Changed  Repeat Patterns  Photography - scene</p>
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**Walsden St Peter's**  
**Medium Term Plan – Reception**  
**Spring Two**

<p><b>Prime Area: Communication &amp; Language</b>  <b>Specific Area: Literacy</b></p> <ul style="list-style-type: none"> <li>• Guided reading &amp; individual readers</li> <li>• Poetry - Materials p. 67, Move Like Robot p. 73 Build a House etc.</li> <li>• Drama - 'being a robot'</li> <li>• Phase 3 of Letters and Sounds - continuing to reinforce Phase 1 &amp; 2</li> <li>• Listen and respond to stories - The Quangle Wangle's Hat</li> <li>• Non-fiction - materials report -written &amp; verbal feedback to the class. Materials over time (see below)</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b></p>	<p><b>Prime Area: Personal, social and emotional dev.</b></p> <ul style="list-style-type: none"> <li>• SEALS - complete <i>Going for Goals + Getting on and falling out</i></li> <li>• To take part in group and whole class activities and discussions.</li> <li>• Read - 'Lucy's Quarrel' and other relevant books</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b></p>	
<p><b>Specific Area: Mathematics</b></p> <ul style="list-style-type: none"> <li>• recognise 2-D &amp; 3-D shapes &amp; their properties - follow the leader (Classworks) shape monsters, <i>Guess the Shape</i></li> <li>• Fill It (Classworks)</li> <li>• Calculating (- Number Crew) - counting on &amp; back (+ &amp; -)</li> <li>• Recognise numbers &amp; count 1 - 20 &amp; formation</li> <li>• Measuring - balance scales weighing objects made from different materials (table activity after input) sunflower game</li> <li>• Money - role play - pricing items for the diy shop, buy &amp; sell game</li> </ul>	<p style="text-align: center;"><b>FOCUS</b></p>  <p style="text-align: center;"><b>Materials</b></p>	<p><b>Prime Area: Physical Dev.</b></p> <ul style="list-style-type: none"> <li>• Fine motor - robot collage pictures, make a hat, stained glass windows</li> <li>• outdoor &amp; indoor positional movement</li> <li>• Golden Mile</li> <li>• Physical education sessions - dance &amp; gymnastics</li> <li>• Rubbings of objects/materials around the school</li> <li>• Start to make a musical instrument from 'junk' using saws etc,</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b></p>

<b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b>			
<b>Specific Area: Expressive Arts &amp; Design</b> <ul style="list-style-type: none"> <li>Design and make a hat (Tales for Topics page 38) using collage</li> <li>Music - Chinese New Year music. Listening and responding to different genres of music -&amp; making junk music</li> <li>robot collage pictures, make a hat, stained glass windows</li> <li>role play - diy shop &amp; laboratory</li> </ul> <b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b>		<b>Specific Area: Understanding the World</b> <ul style="list-style-type: none"> <li>Investigate - what objects are made from and their properties</li> <li>Materials over time - investigate objects from the past with now - how what they are made of has changed (household objects and toys)</li> <li>Ict - positional work using beebots , bbc science clips, Bob the Builder - build a house, what are objects made from?</li> <li>Recycling - why &amp; which objects can be recycled</li> <li>RE - Chinese New Year How do Christians celebrate Easter?</li> </ul> <b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b>	
Independent learners Children will take responsibility for accessing continuous provision covering all six areas of learning .	Our environment Children will enjoy exploring outdoors; the seasons & weather.	Enjoy learning Children will have first hand experiences to enhance their learning and make it fun and creative. They will have the opportunity to work in pairs and groups.	Being Healthy Children will participate in a range of physical activities including outdoor play and dance.

**Outside Activities:**

- Balance bikes
- Go on a materials walk - record objects and what they are made from
- Skittles - adding
- Obstacle course - warm up (changes in heartbeat, breathing & face colour) + in pairs take turns to give instructions on how to complete the course giving positional language.


Planning for Enhanced Provision	Resource Implications
Role play - inside- DIY shop & laboratory & outside toy shop Writing boards available Computer activities - see above Floating and sinking- Science page 91 Texture game - Science page 82 Material Hunt - Science page 90 Shiny Robot - - Science page 94 Junk instruments	Dressing up clothes , till, toys Letters asking parents for resources for old and new objects for history work
Focus Activities	Resource Implications
Go on a materials walk Material Report - each group looks at objects made from either plastic, fabric, metal or wood and verbal feedback on Friday Junk recycling	Materials to sort Junk

## Medium Term Plan – Reception

### Autumn Two

<p><b>Prime Area: Communication &amp; Language</b>  <b>Specific Area: Literacy</b></p> <ul style="list-style-type: none"> <li>• Guided reading &amp; individual readers -</li> <li>• Exploring rhyme - bonfire poems and alliteration - initial letter hat</li> <li>• Continue with Phase 2 of Letters and Sounds - reinforce Phase 1</li> <li>• Hold pencil correctly - anticlockwise and top to bottom + form letters correctly covered in Phase 2.</li> <li>• Dough Gym</li> <li>• To read and write own name - 'exhibition' shelf, naughty &amp; nice list, back of art work etc. self-registration</li> <li>• Creating opportunities for writing - sentences about owls, firework + autumn + winter words, letter to Santa, Christmas card,</li> <li>• Communicate on one-to-one, group and class basis - Blue, Mickey &amp; Minnie, role play, hot seat an elf</li> <li>• To listen to, and join in with, stories and poems - The Castle, firework poems - class firework poem, festival stories, Peace at Last, The Owl who was afraid of the Dark, Funny Bones &amp; The Black Cat; non-fiction festivals, owls, the birth of Jesus</li> <li>• Follow instructions - make lathkes or Christingles</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+</b></p>	<p><b>Prime Area: Personal, social and emotional dev.</b></p> <ul style="list-style-type: none"> <li>• <b>SEALS</b> - relationships (see separate plans)</li> <li>• Bonfire night - fire &amp; fireworks sharing experiences</li> <li>• To take part in group and whole class activities and discussions.</li> <li>• Being sensitive to the feelings and needs of others - The Owl who was afraid of the Dark</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b></p>	
<p><b>Specific Area: Mathematics</b></p> <ul style="list-style-type: none"> <li>• To recognise 2-D in the environment &amp; their properties follow the leader (Classworks) &amp; introduce practically 3-D shapes - models for workshop</li> <li>• matching &amp; patterns - Christmas toys/presents (silhouette) &amp; wrapping paper (printing)</li> </ul>	<p><b>FOCUS</b></p>	<p><b>Prime Area: Physical Dev.</b></p> <ul style="list-style-type: none"> <li>• Manipulating materials - Model magic stars etc with ribbons for decorations</li> <li>• Movement to music - dance with dance teacher - Tuesday</li> <li>• Use tools correctly &amp;</li> </ul>



<ul style="list-style-type: none"> <li>Calculating - under the box (Classworks) &amp; sharing presents in 2 'sacks' equally or sort into type</li> <li>Recognise numbers &amp; count - pass it on, 'ten' bits (Classworks)</li> <li>Pictogram of what is left out for Santa</li> <li>Advent - chocolate advent - date, day and count down</li> <li>Numbertime: 4-10</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+</b></p>	 <p><b>Light, Dark &amp; Festivals</b></p>	<p>tools for joining materials - split pin shadow puppets &amp; Christmas cards</p> <ul style="list-style-type: none"> <li>Autumn leaf wool winding</li> <li>Dressing and undressing for P.E.</li> <li>Finish why do we wash our hands and clean our teeth?</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+ &amp; ELG</b></p>	
<p><b>Specific Area: Expressive Arts &amp; Design</b></p> <ul style="list-style-type: none"> <li>Sing simple songs from memory - Christmas songs for productions, counting songs etc.</li> <li>Listening &amp; Making music - based on eg. firework, stars, bells, The Castle; music inspired paintings- whilst listening to music draw a picture</li> <li>Pencil/pastel drawings of light sources</li> <li>2-D art - fireworks paints, Christmas cards</li> <li>Model magic stars etc with ribbons for decorations</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+</b></p>	<p><b>Specific Area: Understanding the World</b></p> <ul style="list-style-type: none"> <li>observe changes to a candle when it's lit &amp; compare different lights</li> <li>Dark den exploration, torches, lights, glow in the dark toys</li> <li>Torches - shadow puppets</li> <li>Christmas traditions - what do you put out for Santa (see maths)</li> <li>RE, fireworks &amp; food. Hannukah - story &amp; candles + Christmas - Christingle &amp; the Nativity. To recognise special times with our family and friends - bonfire night, Christmas and recall experiences</li> <li>Look at photo of when a baby - dictate to adult what you could do then and what you can do now = how do you look different</li> <li>Compare past and present day toys</li> <li>Construct with a purpose in mind - toys for Santa's workshop</li> <li>Computing - use the cd to listen to eg stories &amp; songs. Use easi-phones talk to each other eg describe the dark tent &amp; the voice recorded to record eg what you want for Christmas or instructions of what to make for Santa's workshop. E-mail Santa.</li> </ul> <p><b>Development Matters 30-50 &amp; 40-60+</b></p>		
<p>Independent learners Children will take responsibility for accessing continuous</p>	<p>Our environment Children will enjoy exploring outdoors; the seasons &amp; weather.</p>	<p>Enjoy learning Children will have first hand experiences to enhance their learning</p>	<p>Being Healthy Children will participate in a range of physical activities including</p>

provision covering all six areas of learning.		and make it fun and creative. They will have the opportunity to work in pairs and groups.	outdoor play and dance. They will try a variety of snacks
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Planning for Enhanced Provision	Resource Implications
<p>Role play - Percy the park keeper, Dark room, Christmas room &amp; Santa's Grotto. Writing boards in each area Boxes for building Playdo Computer activities</p> <p>Outdoor - construction, musical instruments, windy day - kites/ rainy day boxes, Bonfire Night - make a bonfire</p>	<p>Dressing up clothes Wrapping paper, boxes, ribbons, tags, old Christmas cards PSED activities books and puppets Various craft resources Pictures and photographs of festivals Festival resources Range of age specific toys Variety of fixings and fastenings Boxes, materials, Torches, glow in the dark objects Coxhoe, ictgames, espresso</p>
Focus Activities	Resource Implications
<p>Listening to stories and poems about festivals Making food eg lathkes, Christingles 2-D fireworks Burning candles experiment Making fireworks 2D Display Ideas:</p> <ul style="list-style-type: none"> <li>• Autumn\Winter display</li> <li>• Grotto/toy shop window</li> <li>• Fireworks display with words and recounts of children's bonfire nights</li> </ul>	<p>Model magic &amp; playdo Boxes &amp; tubes Role play materials Candles Torches stamps Potatoes etc - see recipe</p>

Foundation Stage

## Spring 2<sup>nd</sup> Half Term

### Disposition & Attitudes, Personal & Emotional Development

Social and Emotional Aspects of Learning (SEALS): **Looking After Me**

Lesson 1 – Crossing the road - Discuss with children about road safety and ask why important. Ask Mrs Furness, the school crossing patrol, to talk to the children about her role. Show children the crossing patrol role play items and demonstrate how to use them. Then the children take turns at being the crossing patrol with other children crossing the road etc.

Lesson 2 – Stranger Dangers – Talk through the NSPCC poster regarding staying safe. Finish road safety role playing from last week.

Lesson 3 – Being Cleaning – Explain to the children about good hygiene and why it's important. Read story from scrub club to demonstrate how germs are spread. Sing the scrub club song for washing hands. Each child to have turn at "Glitter Hands" to reinforce washing hands technique.

Lesson 4 – Getting Lost – Explain to the children about school procedures to prevent them from getting lost, both in and out of school. Ask them what rules they have if they get lost when out with family and friends. Show the children the "Street safety and getting lost" DVD.

