

Durley CE Primary School
Foundation Stage Long Term Plan 2021-2022

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Curriculum Overview 2021-2022		YEAR GROUP: Reception			CLASS Blue	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Superheroes	Fire!	Pirates	Rainforest	Under the Sea	Farm
Possible texts	Supertato, Eliot Midnight Superhero, Nat Fantastic Charlie’s Superhero Underpants.	Vlad & the Great Fire of London Toby & the Great Fire of London. The Great Fire of London.	Captain Plank Captain Yellow belly. A New Home for a Pirate. The Pirates Next Door. The Pirate Cruncher. Pirates love Underpants.	One Day on our Blue Planet. The Explorer. Pongo. Rainforest Adventure	Commotion in the Ocean. A First Book of the Sea. Secrets of the Seashore. Storm Whale Flotsam	Mrs Wishy Washy All pigs are beautiful. Marvin wanted More! What the Ladybird heard
Celebrations	Harvest	Guy Fawkes Remembrance Sunday Children in Need Nativity	Shrove Tuesday/Lent Christingle	Mothering Sunday Easter		Father’s Day

AREAS OF LEARNING

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	The Foundation Stage Principles underpin daily classroom practice, which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence, having an awareness and managing feelings and behaviour.	
	<p>Becoming familiar with a new classroom environment and new routines. Making new friends and forming positive relationships with familiar adults in school. Being able to explain things they enjoy, what they need and things they dislike. Following rules, routines and being aware of boundaries in and around school.</p>	<p>Building relationships – Children will be encouraged and provided with opportunities to play co-operatively, take turns, and listen to each other. Form positive attachments to adults and friendships. Show sensitivity to their own and to others’ needs.</p> <p>Self-regulation – Express their feelings and consider the feelings of others. They will be encouraged to manage their own needs. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity. Be able to follow instructions involving several ideas or actions.</p> <p>Managing self – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. They will be encouraged to show resilience and perseverance in the face of challenge.</p>

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	<p>ELGS Self -Regulation Children will:</p> <ul style="list-style-type: none"> ✚ 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 they teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELGS Managing Self Children will:</p> <ul style="list-style-type: none"> ✚ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ✚ Explain the reason for rules, know right from wrong and try to behave accordingly ✚ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELGS Building Relationships Children will:</p> <ul style="list-style-type: none"> ✚ Work and play cooperatively and take turns with others ✚ Form positive attachments to adults and friendships with peers ✚ Show sensitivity to their own and to others’ needs. 					
<p>PSHE (Scarf themes)</p>	<p>Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p>	<p>Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) Kind and caring (2)</p>	<p>Keeping Myself Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe</p>	<p>Rights and Responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>Being My Best Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep</p>	<p>Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>
	<ul style="list-style-type: none"> • Independent choosing • Gross and fine Motor activities e.g. Finger gym ball 		<ul style="list-style-type: none"> • Creative activities- cutting & sticking. • Letter formation 		<ul style="list-style-type: none"> • Continue to develop their small motor skills so they can use a range of tools competently, safely, and 	

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PHYSICAL DEVELOPMENT	<p>games</p> <ul style="list-style-type: none"> • Construction and malleable activities • Hold a pencil effectively in preparation for fluent writing – using the tripod grip. • Mark-making • Name writing • Tidying up • Independent toileting and washing hands. • Self-dressing – fastening coats/shoes independently. • Carpet skills with increased learning behaviours • Fine Motor activities • Creative activities- cutting & sticking. • Outdoor activities- moving in different ways and managing risks. • Use one-handed tools with increased control e.g., pencil, scissors. 	<ul style="list-style-type: none"> • Outdoor activities- moving in different ways. • Hand-eye coordination activities, Ball games • Talk about aspects of good health. • Develop characteristics of effective learning e.g., persistence and motivation. • Handle equipment and tools effectively, including pencils for writing. • Self-dressing successfully managing fastening buttons or laces. • Can make healthy choices in relation to, healthy eating and exercise. • Manipulates objects with good fine motor skills. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Gross motor skills: Preparing for sports day activities. • Uses writing as a means of communicating to audience. • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. • considers and manages some risks when tackling new challenges. • Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity, healthy eating and having a good sleep routine.
	<p>ELGS Gross Motor Skills Children will:</p> <ul style="list-style-type: none"> ✚ Negotiate space and obstacles safely, with consideration for themselves and others ✚ Demonstrate strength, balance and coordination when playing ✚ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELGS Fine Motor Skills Children will:</p> <ul style="list-style-type: none"> ✚ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ✚ Use a range of small tools, including scissors, paint brushes and cutlery ✚ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		
	<p>C&L is not specifically planned for across the year. All aspects of developing CL are considered throughout daily classroom practice, continuous provision, lessons such as PSHE, guided reading and show and tell have a weighty focus on CL as well as “talking buddies” and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes are designed to support children who are not making the expected progress</p> <p>ELGS</p>		

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COMMUNICATION AND LANGUAGE	<p><u>Listening & Attention</u> Children will:</p> <ul style="list-style-type: none"> ✚ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ✚ Make comments about what they have heard and ask questions to clarify their understanding ✚ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u> Children will:</p> <ul style="list-style-type: none"> ✚ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ✚ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ✚ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
LITERACY	<p><u>Reading/comprehension:</u></p> <ul style="list-style-type: none"> • Book Talk • Nursery Rhymes & Songs • Name recognition- self register, name pegs. • Home Books • 1:1 reading • Demonstrate understanding of what has been read to them. • Topic words matching activities. • Read individual letters by saying the sounds for them. Blend sounds into words, so they can read short words made up of known letter – sound correspondence. 	<p><u>Reading/comprehension:</u></p> <ul style="list-style-type: none"> • Home Books • 1:1 reading • Independent reading activities. • Guided Reading • Retelling stories and narratives using their own words. • Anticipate key events in stories • Topic Key words • Reading initial sounds activities • Read simple phrases and sentences made up of words with known letter – sound correspondence. 	<p><u>Reading/comprehension</u></p> <ul style="list-style-type: none"> • Home Books • 1:1 reading • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Independent reading activities. • Guided Reading • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.
	<p><u>ELGS:</u> <u>Comprehension</u> Children will:</p> <ul style="list-style-type: none"> ✚ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ✚ Anticipate – where appropriate – key events in stories. ✚ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems during role-play. <p><u>Reading</u> Children will:</p> <ul style="list-style-type: none"> ✚ Say a sound for each letter in the alphabet and at least 10 diagraphs. ✚ Read words consistent with their phonic knowledge by sound-blending. ✚ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		

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Phonics teaching is based on the validated synthetic phonics programme devised by Little Wandle Letters and Sounds . The teaching of phonics using this scheme continues through the school.					
<p>Phonics:</p> <ul style="list-style-type: none"> Phase 2 phonics phonemes. Focus on teaching:- s a t p i n m d g o c k c k e u r h b f l Link sounds to letters Letter formation (air writing) Phonics songs & actions Match initial sounds activities Phonics play IWB games 	<p>Phonics:</p> <ul style="list-style-type: none"> Phase 2 Sounds. Focus on teaching & consolidating:- ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Oral segmenting and blending CVC words (Robot arms, Full circle etc) Letter formation HFW and tricky words EXT simple sentences. Phonics songs & actions <p>put pull full as and has his her go no to into she push he of we me be</p>	<p>Phonics:</p> <ul style="list-style-type: none"> Phonics Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words Blending and segmenting CVCC/ CCVC words and writing simple sentences. HFW and tricky words Phonics songs & actions Phonics play IWB games was you they my by all are sure pure 	<p>Phonics:</p> <ul style="list-style-type: none"> Phonics Phase 2 & 3 CCVCC/ CCCVCC words. Polysyllabic words. HFW and tricky words Phonics songs & actions Phonics phase 3 play IWB games Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end 	<p>Phonics:</p> <ul style="list-style-type: none"> Phonics Phase 2-4 sentences. CCVCC/ CCCVCC words. Polysyllabic words. HFW and tricky words Phonics songs & actions Phonics phase 4 play IWB games said so have like some come love do were here little says there when what one out today 	<p>Phonics:</p> <ul style="list-style-type: none"> Phonics Phase 2-4 sentences. Polysyllabic words. HFW and tricky words Phonics songs & actions Phonics phase 4 play IWB games Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCVCCVCC words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words
<p>Writing:</p> <ul style="list-style-type: none"> Extend spoken vocabulary. Manipulates objects with good fine motor skills. 	<p>Writing:</p> <ul style="list-style-type: none"> Segment & blend CVC words and captions Continues a rhyming string Manipulates objects with good fine motor 	<p>Writing:</p> <ul style="list-style-type: none"> Segment & blend CVCC words and captions Build simple sentences and can read them back. Continues a rhyming string 	<p>Writing:</p> <ul style="list-style-type: none"> Segment & blend CVCC words and captions Build and write phonetically plausible captions and sentences. Writes for different 	<p>Writing:</p> <ul style="list-style-type: none"> Write phonetically plausible sentences which can be read by themselves and others. Spell some irregular 	<p>Writing:</p> <ul style="list-style-type: none"> Writes for different purposes. Phase 2-4 HFW, sentences and tricky words.

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	<ul style="list-style-type: none"> Develop pencil grip and Letter formation. Ascribe meaning to marks. 	<p>skills.</p> <ul style="list-style-type: none"> Use one-handed tools with increased control. Develop letter formation 	<ul style="list-style-type: none"> Writes for different purposes. Spell some irregular common words correctly. 	<p>purposes.</p> <ul style="list-style-type: none"> Spell some irregular common words correctly. Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to spell phonically regular words of more than 1 syllable 	<p>common words correctly.</p> <p>Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines</p> <ul style="list-style-type: none"> spell phonically regular words of more than 1 syllable Use key features of narrative in their own writing 	<ul style="list-style-type: none"> Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines spell phonically regular words of more than 1 syllable Use key features of narrative in their own writing
	<p>ELGS: Writing Children will:-</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. 					
<p>MATHEMATICS</p>	<p><u>EYFS Skill progression in number</u></p>					
	<p><u>Autumn</u></p> <ul style="list-style-type: none"> One-one correspondence, touch counting , stable-order principle, cardinal principle, abstraction principle, order-irrelevance. Match and sort objects Compare amounts Representing numbers 1-5 Comparing numbers Composition of numbers One More and Less 	<p><u>Spring</u></p> <ul style="list-style-type: none"> Introducing 0 Comparing Numbers to 8 Composition of 4, 5, 6, 7 & 8 Building 9 & 10 Comparing Numbers to 10 Making Pairs Combing 2 Groups Bonds to 5 & 10 Counting Patterns Beyond 10 	<p><u>Summer</u></p> <ul style="list-style-type: none"> To 20 and Beyond - Counting Patterns Beyond 10 First Then Now Adding More Taking Away Find my Pattern Doubling Sharing & Grouping Even and Odd numbers Building Numbers Beyond 10 			

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	<p>ELGS: Number Children will:-</p> <ul style="list-style-type: none"> ✚ Have a deep understanding of number to 10, including the composition of each number ✚ Subitise (recognise quantities without counting) up to 5 ✚ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELGS: Numerical Patterns Children will:-</p> <ul style="list-style-type: none"> ✚ Verbally count beyond 20, recognising the pattern of the counting system ✚ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity ✚ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. 		
<p>UNDERSTANDING THE WORLD</p>	<p><u>Shape, Space and Measure</u> Children will:</p> <ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. • Continue, copy and create repeating patterns. • Explore shapes, the attributes of particular shapes, and to select shapes to fulfil a particular need. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. 	<p><u>Shape, Space and Measure</u> Children will:</p> <ul style="list-style-type: none"> • Be exposed to and to use the language of position and direction: position: ‘in’, ‘on’, ‘under’ direction: ‘up’, ‘down’, ‘across’. ‘in front of’, ‘behind’, ‘forwards’, ‘backwards’ (‘left’ and ‘right’ to be used later on as ideas develop). • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. 	<p>N.B: There is no longer a national requirement to record summative end of year assessments in Shape, Space and Measure.</p> <p>Children will: Continue to consolidate their knowledge, understanding and application of shape, position, direction, measure, and pattern; namely through everyday experiences and continuous provision opportunities.</p>








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	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight, and capacity. 	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Compare length, weight and capacity. 	
	<p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> • Role-play Police station/Fire station • ‘About me’ Small world • Talks about significant events in their own experience. • Talk about themselves, Friends, and family. • They know about similarities and differences between themselves and others, and among families, communities, and traditions. • Role-Play :Christmas & Post office • Significant Events and traditions. Trick or treat, Bonfire night, Poppy Day, Christmas, Birthdays, Diwali. <p><u>The Natural world</u></p> <ul style="list-style-type: none"> • Differences and changes over time. Seasons, weather, animals and plants. • They make observations and explain why some things occur. (e.g. Melting ice experiment) • Non-fiction arctic environment and animals. <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history • Explore how things work. • Talk about the differences between materials and changes they notice. 	<p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> • Role Play: • Significant events: New Year, Chinese New Year • People who help us in the community • Shows interest in different occupations and ways of life. • Significant events: Pancake Day, Easter, celebrations, Mother’s Day <p><u>The Natural world</u></p> <ul style="list-style-type: none"> • Can talk about things they have observed such as plants, animals, natural and found objects. (Farm visit and life cycles) • Similarities and differences in relation to places, objects, materials and living things. • Compare features of environments and how they might vary from one another. <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Recognise some environments that are different from the one in which they live. 	<p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> • Similarities and differences in relation to places, objects, materials and living things. • Significant Events: Father’s Day <p><u>The Natural world</u></p> <ul style="list-style-type: none"> • Role- Play • Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing) • Changes over time- Growth, decay. • Similarities and differences in relation to places, objects, materials and living things. • Seasons and changes over time –Summer • Know that other children don’t always enjoy the same things and are sensitive to this. • Comparing similarities and differences in different environments. (Seaside) • Familiar with basic scientific concepts such as floating, sinking, experimentation

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<p><u>ELGS:</u> <u>Past and Present</u> <u>Children will:-</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>ELGS:</u> <u>People, Culture and Communities</u> <u>Children will:-</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p><u>ELGS:</u> <u>The Natural World</u> <u>Children will:-</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants.			

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	<ul style="list-style-type: none"> ✚ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ✚ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
EXPRESSIVE ARTS AND DESIGN	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. Sings a few familiar songs. • Sings to self and makes up simple songs. Makes up rhythms. • recognise repeated sounds and sound patterns and match movements to music • Constructs with a purpose in mind. • Manipulates materials to have a planned effect. • Mixing colours. • Selects appropriate resources and adapts work where necessary. 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances • Exploring colour/texture to make pictures • Understands that different media can be combined to create new effects- (Snow globes) • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance (Christmas concert) 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances • Exploring colour/texture to make pictures • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances • Exploring colour/texture to make pictures • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Expressive in art/drama/dance • They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others. 	<ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. • Safely use and explore a variety of materials, tools and techniques. • Experiment with colour, design, texture, form and function. • They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others.
<p>ELGS: <u>Creating with Materials</u></p>						

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	<p>Children will:-</p> <ul style="list-style-type: none"> ✚ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ✚ Share their creations, explaining the process they have used ✚ Make use of props and materials when role playing characters in narratives and stories. <p>ELGS: Being Imaginative and Expressive</p> <p>Children will:-</p> <ul style="list-style-type: none"> ✚ Invent, adapt and recount narratives and stories with peers and their teacher. ✚ Sing a range of well-known nursery rhymes and songs. ✚ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music. 					
<p>SHARED WITH PARENTS</p> <p>PARENTAL ENGAGEMENT</p>	<p>Learning journeys Class Dojo Home learning books Parent meeting (settling in) Phonics Meeting Handwriting Meeting</p>	<p>Learning journeys Class Dojo</p>	<p>Learning journeys Class Dojo Parent meeting (appointments)</p>	<p>Learning journeys Class Dojo</p>	<p>Learning journeys Class Dojo</p>	<p>Learning journeys Class Dojo</p> <p>Detailed end of year report and parents meeting.</p>
<p>TRANSITION INTO SCHOOL</p>	<p>3 days staggered entry.</p>			<p>Reception staff to get to know Nursery children.</p>	<p>Invitations to come and play. Visit to pre-school settings</p>	<p>Parents meeting</p> <p>3 Come and play sessions in school (New pre-school Children & parents) Home visits</p>
<p>TRIPS, VISITS AND EXPERIENCES</p>	<ul style="list-style-type: none"> • Ask parents and carers to share photos and memories of the children as babies. 	<ul style="list-style-type: none"> • Christmas Nativity • Visit to church for carol service 	<ul style="list-style-type: none"> • Superhero dress up day. • Visit to church for Christingle 	<ul style="list-style-type: none"> • Rainforest visit • Visit to church for Easter service 	<ul style="list-style-type: none"> • Under the sea activity day. 	<ul style="list-style-type: none"> • Farm visit • Visit to church for leavers service
<p>ACTION PLANNING</p>	<p>Prepare action plan Consider previous year exit data and current entry data.</p>		<p>Visit action plan</p>		<p>Visit action plan Transition information, new intake</p>	