

Foundation Stage Long term plans - Teacher directed work - 2016 - 2017

Autumn 1a Ourselves	Spring 2a Adventures	Summer 3a The World Around Us/growth
<p>CLL:LFC Listen with enjoyment and respond to stories, songs and other music, rhymes and poems</p> <p>CLL:LSL Hear and say initial and final sounds in words, and short vowel sounds within words</p> <p>CLL:R Retell narratives in the correct sequence, drawing on the language patterns of stories</p> <p>CLL:R Know that print carries meaning and, in English, is read from left to right</p> <p>CLL:W Write their own names</p> <p>CLL:W Attempt writing for different purposes, using features of different forms such as lists, stories and instructions</p> <p>PSRN:NLC Say and use number names in familiar contexts</p> <p>PSRN:NLC Count reliably up to 10 everyday objects</p> <p>PSRN:NLC Recognise numerals 1 to 9</p> <p>PSRN:SSM Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities</p> <p>KUW:E&I Investigate objects and materials by using all of their senses as appropriate</p> <p>KUW:ICT Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning</p> <p>KUW:Time Find out about past and present events in their own lives, and in those of their families and other people they know</p> <p>KUW:Place Observe, find out about and identify features in the place they live and the natural world</p> <p>KUW:Place Find out about their environment and talk about those features they like and dislike</p> <p>PD: M&S Move with confidence, imagination and in safety</p> <p>CD:EMM Explore colour, texture, shape, form and space in two or three dimensions</p> <p>CD:BC Respond in a variety of ways to what they see, hear, smell, touch and feel</p>	<p>CLL:LSL Hear and say sounds in words in the order in which they occur</p> <p>CLL:LSL Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>CLL:W Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation</p> <p>CLL:W Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>CLL:W Attempt writing for different purposes, using features of different forms such as lists, stories and instructions</p> <p>CLL:R Read a range of familiar and common words and simple sentences independently</p> <p>CLL:H Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>PSRN:SSM Use language such as 'more' or 'less' to compare two numbers</p> <p>PSRN:SSM Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes</p> <p>PSRN:SSM Talk about, recognise and recreate simple patterns</p> <p>KUW:C Begin to know about their own cultures and beliefs and those of other people</p> <p>KUW:ICT Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning</p> <p>KUW:E&I Find out about, and identify, some features of living things, objects and events they observe</p> <p>PD:M&S Travel around, under, over and through balancing and climbing equipment</p> <p>CD:EM&M Explore colour, texture, shape, form and space in 2 or 3 dimensions</p> <p>CD:CM&D Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p>	<p>CLL:L4C Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>CLL:W Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>CLL:R Retell narratives in the correct sequence, drawing on the language patterns of stories</p> <p>CLL:W Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation</p> <p>PSRN:NLC Find one more or one less than a number from 1 to 10</p> <p>PSRN:NLC Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'</p> <p>PSRN:SSM Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes</p> <p>KUW:E&I Investigate objects and materials by using all of their senses as appropriate.</p> <p>KUW:E&I Find out about, and identify, some features of living things, objects and events they observe</p> <p>KUW:E&I Look closely at similarities, differences and change</p> <p>KUW:Place Observe, find out about and identify features in the place they live and the natural world</p> <p>KUW:Place Find out about their environment and talk about those features they like and dislike</p> <p>PD:H&BA Recognise the changes that happen to their bodies when they are active</p> <p>CD:EM&M Explore colour, texture, shape, form and space in 2 or 3 dimensions</p> <p>CD:BC Respond in a variety of ways to what they see, hear, smell, touch and feel</p>

Autumn 1b Food and Celebrations	Spring 2b Space	Summer 3b Superheroes
<p>PSED:SC&SE Have a developing respect for their own cultures and beliefs and those of other people</p> <p>PSED:SofC Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect</p> <p>PSED:SofC Understand that they can expect others to treat their needs, views and beliefs with respect</p> <p>CLL:W Write their own names</p> <p>CLL:W Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>CLL:L4C Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>CLL:LSL Hear and say sounds in words in the order in which they occur</p> <p>CLL:H Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>PSRN:NLC Count reliably up to 10 everyday objects</p> <p>PSRN:NLC Recognise numerals 1 to 9</p> <p>PSRN:NLC Find one more or one less than a number from 1 to 10</p> <p>PSRN:SSM Use everyday words to describe position</p> <p>KUW:Time Find out about past and present events in their own lives, and in those of their families and other people they know</p> <p>KUW:C Begin to know about their own cultures and beliefs and those of other people</p> <p>PD:M&S Move with confidence, imagination and in safety</p> <p>PD:H&BA Recognise the importance of being healthy and those things which contribute to this</p> <p>CD:BC Respond in a variety of ways to what they see, hear, smell, touch and feel</p>	<p>CLL:L4C Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>CLL:LSL Hear and say sounds in words in the order in which they occur</p> <p>CLL:LSL Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>CLL:R Retell narratives in the correct sequence, drawing on the language patterns of stories</p> <p>CLL:R Read a range of familiar and common words and simple sentences independently</p> <p>CLL:W Attempt writing for different purposes, using features of different forms such as lists, stories and instructions</p> <p>CLL:W Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation</p> <p>PSRN:NLC Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'</p> <p>PSRN:SSM Talk about, recognise and recreate simple patterns</p> <p>KUW:ICT Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning</p> <p>KUW:E&I Find out about, and identify, some features of living things, objects and events they observe</p> <p>KUW:E&I Look closely at similarities, differences and change</p> <p>CD:EM&M Explore colour, texture, shape, form and space in two or three dimensions</p>	<p>CLL:R Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer understanding of questions about where, who, why and how</p> <p>CLL:W Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>CLL:W Attempt writing for different purposes, using features of different forms such as lists, stories and instructions</p> <p>PSRN:NLC Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'</p> <p>PSRN:NLC use developing mathematical ideas and methods to solve practical problems</p> <p>KUW:E&I Look closely at similarities, differences and change</p> <p>KUW:Place Observe, find out about and identify features in the place they live and the natural world</p> <p>KUW:Place Find out about their environment and talk about those features they like and dislike</p> <p>PD:UE&M Use a range of small and large equipment</p> <p>CD:EM&M Explore colour, texture, shape, form and space in two or three dimensions</p> <p>CD:CM&D Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p>