

FSU Long Term Planning

	Autumn Term – Pattern & Sound	Spring Term - Toys	Summer Term - Opposites
Visits & Visitors	Tropical Butterfly House Life Education Bus Workshop Library Priory Church – bibles & Harvest festival /Christmas Westwood care Home Wiggly Worship	Toys R Us / local toy shop Priory Church – Easter Westwood care Home Westwood users old toys Wiggly Worship	Clumber Park – retell The Three little pigs The Canche Park Priory church – services Westwood care Home Wiggly Worship
Communication and language	<p>Speaking – Animal & emotion, Happy sad tired hungry excited worried/scared</p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.') Beginning to use word endings (e.g. going, cats). <p>Listening animal - sounds lotto</p> <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' (P4C –Jungle potion) and 'how' questions. 	<p>Speaking – My Christmas toys My favourite toy show and tell Robot talk,</p> <ul style="list-style-type: none"> Beginning to use more complex sentences using and, because etc. Can retell a simple past event in correct order Uses intonation, rhythm and phrasing Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. Finding a compromise <p>Listening everyday sounds lotto</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise <p>Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion 	<p>Speaking – Talking about opposites Gingerbread man – retell , DT instructions Rosie's walk – sequence Early Learning Goal</p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>Listening</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p>Understanding P4C Activities Early Learning Goal</p> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

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<p>Literacy</p> <p>Reading and writing</p>	<ul style="list-style-type: none"> • Mum & dad make me laugh • Pants • Walking through the jungle • Dear zoo • Elmer • Peace at last • Author focus Nick Sharratt • Name write • Key words / vc words I can see mum dad • Initial sounds in words • Graphemes a-z sounds • Lists and labels 	<ul style="list-style-type: none"> • Harry and the robot • Robot rhyme • Kippers Toy box • Instructions - How to make a robot • Toy shop labels & lists • Author focus Mick Inkpen • Name write both names • Grapheme sounds a-z ll, ff, zz, ck,ck,,sh, th ch • Initial and end sounds in words • CVC Keywords - the • Captions / early sentences 	<ul style="list-style-type: none"> • Faster, faster nice & slow • The Three little pigs • The Ginger Bread man story / poster • Rosie's walk – prepositions • Instructions – How to make Jelly Author collections • Sounds in words • Key words - then, was, this, look, like, said etc. • Graphemes A-Z names • Sentences / stories
<p>Maths</p> <p>Number</p>	<p>Autumn objects - apples, conkers, pinecones etc. Elephants/ jungle animals.</p> <ul style="list-style-type: none"> • <i>Recognise some numerals of personal significance. - birthday numbers</i> • <i>Recognises numerals 1 to 5.</i> • <i>Counts up to three or four objects by saying one number name for each item.</i> • <i>Counts actions or objects which cannot be moved. -</i> • <i>Counts animals to 10, and beginning to count beyond 10.</i> • <i>Counts out up to six animals from a larger group.</i> • <i>Finds the total number of items in two groups by counting all of them.</i> • <i>Records, using marks that they can interpret and explain.</i> 	<p>Toy objects – sets</p> <ul style="list-style-type: none"> • <i>Says the number that is one more than a given number.</i> • <i>Finds one more or one less than from a group of up to five, then ten objects.</i> • <i>Selects the numeral to represent 1 to 5, then 1 to 10 objects.</i> • <i>Counts an irregular arrangement of up to ten objects/ toys.</i> • <i>Uses the language of 'more' and 'fewer' to compare two sets of toy objects.</i> • <i>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</i> • <i>Estimates how many Toy objects they can see and checks by counting them.</i> • <i>Begins to identify own mathematical problems based on own interests and fascinations.</i> 	<p>Counters/cubes/& dominoes</p> <p><i>Early Learning Goal</i></p> <ul style="list-style-type: none"> • <i>Children count reliably 1-20</i> • <i>Place numbers 1-20 in order</i> • <i>Say which number is one more or one less than a given number.</i> <p><i>Using quantities and objects, they</i></p> <ul style="list-style-type: none"> • <i>Add and subtract two single-digit numbers</i> • <i>Count on or back to find the answer.</i> • <i>Solve problems, including doubling, halving and sharing.</i>
<p>Maths</p> <p>Shape Space and Measure</p>	<p>Autumn objects / shape boards/ Logi blocks Maxi Colorado and jigsaws – jungle coin sort</p> <ul style="list-style-type: none"> • <i>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</i> • <i>Shows awareness of similarities of shapes in the environment.</i> • <i>Uses positional language.</i> • <i>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</i> • <i>Shows interest in shapes in the environment.</i> • <i>Uses shapes appropriately for tasks. Can name 6 2d shapes</i> • <i>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</i> • <i>Begin to recognise and sort coins, 1p 2p 5p 10p</i> 	<p>3D shapes in Toys, Toys on the shelf, compare toys, toy boxes, toy patterns. Toy shop</p> <p><i>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</i></p> <ul style="list-style-type: none"> • <i>Selects a particular named shape.</i> • <i>Can describe their relative position such as 'behind' or 'next to'.</i> • <i>Orders two or three items by length or height, weight or capacity.</i> • <i>Uses familiar objects and common shapes to create and recreate patterns and build models.</i> • <i>Uses everyday language related to time and money</i> 	<p>Any item</p> <p>Shop- coin addition, share</p> <ul style="list-style-type: none"> • <i>Orders and sequences familiar events.</i> • <i>Measures short periods in simple ways.</i> <p><i>Early Learning Goal</i></p> <ul style="list-style-type: none"> • <i>Children use everyday language to talk about:</i> <ul style="list-style-type: none"> • <i>size</i> • <i>weight</i> • <i>capacity</i> • <i>position,</i> • <i>distance</i> • <i>time</i> • <i>money</i> • <i>Compare quantities and objects and to solve problems.</i> • <i>They recognise, create and describe patterns.</i> • <i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i>

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Knowledge and Understanding of the World	<p>Animals, jungle, zoo, pets and body</p> <ul style="list-style-type: none"> Identify and name a variety of common Jungle/ Zoo animals including, zebra , tiger ,lion crocodile, monkey reptiles, and birds Identify and name a variety of common pets – dog cat rabbit, fish Name body parts – through action songs – Head shoulders etc. Apples, harvest, cake make, autumn leaves, conkers etc. <p>Begin to observe changes across the 4 seasons. Observe and describe weather associated with the seasons</p> <ul style="list-style-type: none"> The wind blew – bubbles, ribbons etc. 	<p>Materials, life cycle, planting</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, metal Life cycle of a frog Planting – vegetables what do plants need to grow Flowers - Looking closely at similarities and differences in flowers <p>Begin to observe changes across the 4 seasons. Observe and describe weather associated with the seasons</p> <ul style="list-style-type: none"> Frost, snow, fog, rain 	<p>Animals, changes, mini beasts</p> <ul style="list-style-type: none"> Animals- Farm, mother and baby naming Changes - Making gingerbread, jelly hot/cold ice Planting – What do plants need to grow? Plant a sunflower Mini beasts – similarities and differences / habitats <p>Begin to observe changes across the 4 seasons. Observe and describe weather associated with the seasons</p> <p>sun/shade – shadows</p>
Technology	<ul style="list-style-type: none"> Education City – how to find Paint program - mouse control School blog – type Information can be found on computers – Jungle animals Torches, iPad Bee Bot Knows how to operate simple equipment e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> Robots personal interests Paint tools – creating shapes and pictures Bee bot programming a route Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> iPad – children take photos to record their work Completes a simple program on a computer.- Education City Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p>
R.E.	<ul style="list-style-type: none"> Gifts of the spirit Celebrations – Birthdays Diwali, The Christmas story 	<ul style="list-style-type: none"> Celebrations – Birthdays The Easer Story Noah's Ark 	<ul style="list-style-type: none"> Celebrations – Birthdays The stories Jesus told
EAD Materials	<ul style="list-style-type: none"> Patterns – stripes and spots on ties, zoo, animals Elmer Natural materials - leaf, stick stones Jungle pictures – scrunch tear stick Rangoli patterns Salt dough- Diwali lamps Jungle and zoo songs, rhythms and dance Christmas songs Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Explores the different sounds of instruments. 	<ul style="list-style-type: none"> Build a 3D robot / make a sock thing Robot rhyme, Miss Polly Toy make – cars, trains, pram etc. Constructs with a purpose in mind, using a variety of resources and uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. Manipulates materials to achieve a planned effect. Explores the different sounds of instruments. Begins to build a repertoire of songs and dances.etc. Selects appropriate resources and adapts work where necessary. 	<ul style="list-style-type: none"> Three little pigs song, and farm songs Character stick puppets 3D Story maps /props Puppet theatre Stage and retell with character costumes and narrator <p>Early Learning Goal</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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<p>EAD Imagination</p>	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. - Jungle • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. Jungle, Zoo animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. - Toys • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. Toys • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Three little pigs</p> <p><i>Early Learning Goal</i> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p><i>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</i></p>
<p>Physical development</p>	<ul style="list-style-type: none"> • Large climbing frames / circuits • Uses large tools – paint rollers, & rolling pins, large brushes sweeping /paint / ribbons and scarves, Parachute • Jumps off an object and lands Appropriately with two feet. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Fine motor skills – <ul style="list-style-type: none"> • Snipping /cutting on a basic line • Tweezers • Playdough – roll, squash, poke, simple cutters • letter formation i t p l s n g o c a 	<ul style="list-style-type: none"> • Large climbing frames, target games • Uses tools – hole punch, cellotape etc. • Experiments with different ways of moving. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>Fine motor skills –</p> <ul style="list-style-type: none"> • Cutting on lines and around large shapes • Playdough – roll, squash, poke, Intricate cutters, knives chopping • letter formation e f j b r m d q 	<ul style="list-style-type: none"> • Mrs Brown: games/ sports relays, fitness • Large climbing frame, balance beams, basket/foot ball • Rosie's walk travel path • Gingerbread man and puppet make Uses tools hole punch & split pins, treasury tags etc. <p>Fine motor skills –within or on a line</p> <ul style="list-style-type: none"> • Cutting around more intricate shapes – Gingerbread man, split pin puppets/hole punch etc. • letter formation, k h b u v w x y z writing
<p>Health and self care</p>	<ul style="list-style-type: none"> • Playing safely • Firework safety • Toilet routine • PE change • Life Ed bus experience <ul style="list-style-type: none"> • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 	<ul style="list-style-type: none"> • Create climbing circuits, dens, Is it safe? What can I do to improve it? • Healthy /non healthy food picture card sort • I can carry and use scissors safely • My healthy meal – tummy ache <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Eats a healthy range of foodstuffs and understands need for variety in food. • Understands that equipment and tools have to be used safely. 	<ul style="list-style-type: none"> • Sun safety – sun-cream, water sun hats and shade • Healthy foods – breakfast diner/ drinks/ lunch box • Large equipment – transporting FSU equipment • Independent PE dressing <p><i>Early Learning Goal</i></p> <ul style="list-style-type: none"> • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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PSED	<p>SEAL - New beginnings</p> <ul style="list-style-type: none"> • New friends / Class rules • Emotions – Knowledge organiser • Animal games –my turn your turn • Operation Christmas child • Independence • Star of the day/ week, treasure, class rewards <p><i>Early Learning Goal</i> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.</p>	<p>SEAL – Getting on and falling out</p> <ul style="list-style-type: none"> • Memory and dice games – my turn your turn <p><i>Early Learning Goal</i> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<p>SEAL – Going for goals Changes</p> <ul style="list-style-type: none"> • Story Leaving Mrs Ellis / Harry • Transition – moving up, playtimes, all assemblies <p><i>Early Learning Goal</i> Children talk about how they and others show feelings, behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
MFL:French			Greetings, Counting 1 2 3- 10