



Long Term Plan - Early Years Foundation Stage

If you would like more information about the curriculum we offer at Marshland Primary Academy, then please contact the academy office.

Term	Autumn Term		Spring Term		Summer Term	
Topic	Marvellous Me	Let's Celebrate!	999 Emergency!	Once Upon a Time	Adventure Awaits	Down on the Farm
Year Group	Foundation 1	Foundation 2	Foundation 1	Foundation 2	Foundation 1	Foundation 2
Marshland Moments	1. Take part in a Teddy Bear's Picnic 2. Become a member of the library and borrow a book	7. Run through a pile of leaves 8. Perform on a stage	3. 'Tweet' a nursery rhyme 4. Dress up as a book character	9. Build a den using sheets and pillows 10. Make and share a porridge breakfast	5. Plant seeds and watch them grow in the outside area 6. Make a bouquet	11. Visit a farm 12. Make a scarecrow and donate to the community
Key Events	Talking Tub Teddy Bears' Picnic	Talking Tub Birthday Party	Talking Tub Visitor – PCSO Visitor – Lollypop Lady Visitor – Dentist Visitor – Vet Visitor – Fire Brigade	Talking Tub Trip - Sundown Adventure Land Visit Fairytale Dress up Day	Talking Tub Beach Day - Pirates	Talking Tub Trip - Cannon Hall Farm Visit
Engaging Parents	Teddy Bears Picnic Bedtime Story Packs	Phonics Workshop	Daddy's Day	'Books for Breakfast' Story Session	Seed Planting Parent Event	Scarecrow Building Parent Event
Home Review Learning Task	Home Learning Activities – Practical learning opportunities and tasks based on the topic Library Bedtime Story Book to be sent home weekly	Home Learning Activities – Practical learning opportunities and tasks based on the topic Decodable Reading Book linked to Letters and Sounds (Phase 2) will be sent home daily Letters and Sounds Phonics GPC Book (Phase 2) will be sent home daily with a new Phoneme/Grapheme, High Frequency Words and Tricky Words Library Bedtime Story Book to be sent home weekly	Home Learning Activities – Practical learning opportunities and tasks based on the topic Reading Picture Book to be sent home (Phase 1) Library Bedtime Story Book to be sent home weekly	Home Learning Activities – Practical learning opportunities and tasks based on the topic. Decodable Reading Book linked to Letters and Sounds (Phase 3) will be sent home daily Letters and Sounds Phonics GPC Book (Phase 4) will be sent home daily with a new Phoneme/Grapheme, High Frequency Words and Tricky Words Library Bedtime Story Book to be sent home weekly	Home Learning Activities – Practical learning opportunities and tasks based on the topic Nursery 2s - Decodable Reading Book linked to Letters and Sounds (Phase 2) will be sent home daily Nursery 2s - Letters and Sounds Phonics GPC Book (Phase 2) will be sent home daily with a new Phoneme/Grapheme, High Frequency Words and Tricky Words Library Bedtime Story Book to be sent home weekly	Home Learning Activities – Practical learning opportunities and tasks based on the topic Decodable Reading Book linked to Letters and Sounds (Phase 4) will be sent home daily Tricky and High Frequency Word Keyrings/Flashcards Library Bedtime Story Book to be sent home weekly
English Texts	'Eyes, Nose, Fingers and Toes' by Judy Hindley 'Elmer' by David McKee 'Owl Babies' by Martin Waddell 'You Choose' by Nick Sharratt and Pippa Goodhart 'Brown Bear, Brown Bear, What can you see?' by Bill Martin Jr and Eric Carle 'Postman Bear' by Julia Donaldson 'The Nativity Story' by Juliet David	'Winnie's Birthday Party' by Valerie Thomas 'Topsy and Tim's birthday' CBeebies 'The Blue Balloon' by Mick Inkpen 'Room on the Broom' by Julia Donaldson 'Meg and Mog' by Helen Nicoll 'Rama and Sita – The Story of Diwali' by Malachy Doyle Diwali by Nancy Dickman 'The Nativity – The Story of Baby Jesus' by May Eliot	'Emergency' by Margaret Mayo When I grow up? Peppa Pig Book Busy People – 'Firefighter', 'Police Officer', 'Doctor', 'Vet' and 'Teacher' by Lucy George 'Police Officer' and 'Firefighter' by Rebecca Hunter 'A day in the life of a firefighter' by Heather Adamson	Three Little Pigs Goldilocks and The Three Bears Jack and The Beanstalk The Three Billy Goats Gruff Once Upon A Fairy Tale 'Beware Of The Bears' by A McDonald & G Williamson 'The Three Horrid Pigs and The Big Friendly Wolf' by L Pichon	'The Train Ride' by June Crebin 'We All Go Travelling by' by Sheena Roberts 'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury 'Dear Zoo' by Rod Cambell 'It's Mine' by Rod Cambell 'Ten Little Pirates' by Mike Brownlow and Simon Rickerty Yo Ho Ho a Pirating we'll go' by Kay Umansky and Nick Sharratt	'How to Make a Scarecrow Picture Book' by Kim Wilde Little Red Hen 'Farmer Duck' by Martin Waddell 'Oliver's Vegetable' by Vivian French Selection of Non-Fiction Topic Texts
Personal Social and Emotional Development	Personal, Social and Emotional Development will be an integral part of the daily activities and the classroom learning environment. However, the areas outlined below provide additional areas of focus for the year.					
Building Relationships	Find ways of managing transitions.	Building Constructive and Respectful Relationships.	Select and use activities and resources, with help when needed.	See themselves as a valuable individual.	Understand how others might be feeling.	Think about the perspective of others.
Self-Regulation	Become more outgoing with unfamiliar people, in the safe context of their setting.	Select resources independently.	Develop appropriate ways of being assertive.	Work and play cooperatively and take turns with others.	Show sensitivity to their own and to others' needs.	

<p>Managing Self</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings.</p>	<p>Talk with others to solve conflicts.</p> <p>Build constructive and respectful relations.</p>	<p>Play with one or more children, extending and elaborating play ideas.</p>	<p>Be confident to try new activities.</p>	<p>Help to find solutions to conflicts and rivalries.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Show independence, resilience and perseverance in the face of challenge.</p>
<p>Managing Self - The encouragement of self-help skills - Toileting, handwashing, dressing will be ongoing through modelling, supporting and planning resources through the enabling environment for instance role-play self-care tasks such as eating, dressing, washing or brushing teeth with dolls/teddy bears.</p>						
<p>Communication and Language will be an integral part of the daily activities and classroom environment. However, the areas outlined below provide additional areas of focus for the year.</p>						
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Enjoy listening to longer stories.</p> <p>Understand a question or instruction that has two parts.</p> <p>Use longer sentences of four to six words.</p> <p>Know many rhymes.</p>	<p>Engage in story times.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary/Use new vocabulary throughout the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so far?'</p> <p>Use wider range of vocabulary.</p> <p>Uses talk to organise themselves and their play.</p> <p>Know many rhymes, be able to talk about familiar books.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Be able to express a point of view and be able to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>Physical Development will be catered for through on-going provision both inside and outside the Foundation Stage Unit. The continuous provision areas, planned enhanced provision and adult initiated learning opportunities will support the development of gross and fine motor skills.</p>						
<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Foundation 1</p> <p>Gross Motor Skills- The children will have access to the outdoor provision area throughout the school day. The provision includes a trim trail, wheeled balancing toys, digging sand area, mud kitchen, large construction materials and space to run, all of which will contribute to the development of gross motor skills and control.</p> <p>Fine Motor Skills- Dough Disco sessions.</p> <p>Develop pincer grip using resources in continuous provision i.e. painting, tongs, pegs.</p> <p>Funky Fingers provision area, Construction Area, Loose Parts, Materials, Creative Corner and Mark Making Area will all contribute to the development of fine motor skills and control.</p>			<p>Foundation 2</p> <p>Gross Motor Skills- The children will have access to the outdoor provision area throughout the school day. The provision includes a digging sand area, large construction materials and space to run, all of which will contribute to the development of gross motor skills and control.</p> <p>Formal P.E. session in the hall with Club Doncaster focusing on moving in a variety of ways, balance and negotiating the space.</p> <p>Summer 1 – Balance (Gymnastics Focus) Summer 2 – Beanbag Skills (Invasion Focus)</p> <p>Fine Motor Skills - 3 Handwriting sessions a week. These sessions will be influenced by 'Dance Write' and will use music and movement to improve motor skills to help develop writing.</p> <p>Funky Fingers provision area, construction area, creative corner and writing area will all contribute to the development of fine motor skills and control.</p>		
<p>Literacy Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Comprehension and Word Reading: Understands the five key concepts about print:</p> <ul style="list-style-type: none"> Print has meaning Print can have different purposes We read English from left to right and top to bottom The names of the different parts of a book Page sequencing <p>• Talk about the stories they have heard using newly acquired vocabulary</p> <p>• Develop their phonological awareness by spotting and suggesting rhymes.</p> <p>• Share books with adults.</p> <p>• Recognising initial letter in own name.</p> <p>Writing:</p> <ul style="list-style-type: none"> Enjoy drawing freely 	<p>Comprehension:</p> <ul style="list-style-type: none"> Listens to stories, retell stories and narratives Describes main characters, settings and sequences events <p>Word Reading:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds in words Read some common exception words <p>Writing:</p> <ul style="list-style-type: none"> Writing Labels and Lists Writing Names Writing GPCs Use phonological knowledge to spell simple words using magnetic letters or writing the graphemes 	<p>Comprehension and Word Reading: Understands the five key concepts about print:</p> <ul style="list-style-type: none"> Print has meaning Print can have different purposes We read English from left to right and top to bottom The names of the different parts of a book Page sequencing <p>• Joins in with songs and rhymes</p> <p>• Spot and suggest rhymes</p> <p>• Handles books carefully and looks at them independently</p> <p>• Understand print has meaning and can be used for different purposes</p> <p>• Recognises own name</p> <p>• Engage in extended conversations about stories</p> <p>Writing:</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Talk about what they have read, characters, settings and sequence of events Anticipate key events Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books <p>Word Reading:</p> <ul style="list-style-type: none"> Read simple phrases and sentences They use phonic knowledge to decode regular words and read them aloud accurately Read Common exception words <p>Writing:</p>	<p>Comprehension and Word Reading: Understands the five key concepts about print:</p> <ul style="list-style-type: none"> Print has meaning Print can have different purposes We read English from left to right and top to bottom The names of the different parts of a book Page sequencing <p>• Engage in extended conversations about stories, extending their vocabulary</p> <p>• Hears and says the initial sounds in words</p> <p>Writing:</p> <ul style="list-style-type: none"> Write some letters accurately Writing their name 	<p>Comprehension:</p> <ul style="list-style-type: none"> Retell stories and narratives Talk about the stories they have heard and read using vocabulary acquired through stories, non-fiction texts, rhymes, poems and role play experiences <p>Word Reading:</p> <ul style="list-style-type: none"> Read and understand simple sentences containing phase 2, 3 and 4 phoneme grapheme correspondences and common exception words <p>Writing:</p> <ul style="list-style-type: none"> Write sentences using recognisable letters which are correctly formed, punctuated by a capital letter and full stop Read-read their writing to check it makes sense

	<ul style="list-style-type: none"> Attach some meaning to the marks they make 		<ul style="list-style-type: none"> Copy letters in name Mark make in a variety of forms Include some recognisable letters in their mark marking. 	<ul style="list-style-type: none"> Segment words to write captions and sentences. Write some common exception words. Form most lower case and upper case letters correctly. 		
<p>Word Reading</p> <p>Phonics</p>	<p>Letters and Sounds Phase 1 Aspects 1-7</p> <p>The boundaries between each aspect are flexible: planning will integrate the activities according to the developing abilities and needs of the children in our setting.</p> <p>Aspect 1 - General sound discrimination – environmental sounds</p> <p>Aspect 2 - General sound discrimination – instrumental sounds</p> <p>Aspect 3 - General sound discrimination – body percussion</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Autumn 1 Phase 2 graphemes New tricky words</p> <p>s a t p i n m d g o c k k e u r h b f l i s l the</p> <p>Autumn 2 Phase 2 graphemes New tricky words</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags) <p>put* pull* full* as and has his her go no to into she</p> <p>push* he of we me be</p> <p>3 sessions per week based on reading books matched to their phonics level.</p> <ol style="list-style-type: none"> Decoding Prosody Comprehension 	<p>Letters and Sounds Phase 1 Aspects 1-7</p> <p>The boundaries between each aspects are flexible: planning will integrate the activities according to the developing abilities and needs of the children in our setting</p> <p>Aspect 4 -Rhythm and rhyme</p> <p>Aspect 5 – Alliteration</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Spring 1 Phase 3 graphemes New tricky words</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>was you they my by all are sure pure</p> <p>Spring 2 Phase 3 graphemes No new tricky words</p> <p>Review Phase 3</p> <ul style="list-style-type: none"> longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end <p>Review all taught so far</p> <p>3 sessions per week based on reading books matched to their phonics level.</p> <ol style="list-style-type: none"> Decoding Prosody Comprehension 	<p>Letters and Sounds Phase 1 Aspects 1-7</p> <p>The boundaries between each aspect are flexible: planning will integrate the activities according to the developing abilities and needs of the children in our setting.</p> <p>Aspect 6 - Voice sounds</p> <p>Aspect 7 - Oral blending and segmenting</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Summer 1 Phase 4 New tricky words Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>said so have like some come love do were here little</p> <p>says there when what one out today</p> <p>Summer 2 Phase 4 graphemes No new tricky words</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words <p>Review all taught so far</p> <p>3 sessions per week based on reading books matched to their phonics level.</p> <ol style="list-style-type: none"> Decoding Prosody Comprehension
	<p>Mathematics</p> <p>Number</p> <p>Number Patterns</p>	<p>Reciting numbers names in the correct order</p> <p>Counting Objects</p>	<p>White Rose Scheme</p> <p>Getting to Know You</p> <p>Key times of the day</p> <p>Exploring number in provision</p>	<p>Number Rhymes</p> <p>Counting</p> <p>1-1 Correspondence</p>	<p>White Rose Scheme</p> <p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing Numbers to 5</p>	<p>Recognising numerals 1-5</p> <p>1-1 correspondence</p>

	<p>Recognising and naming 2D shapes</p> <p>Maths Meetings</p>	<p>Where do things belong?</p> <p>Just Like Me! Match and Sort Compare Amounts Compare Size, Mass & Capacity Exploring Pattern</p> <p>It's Me 1, 2, 3! Representing and comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and Triangles Positional Language</p> <p>Light and Dark Representing Numbers to 5 One More and Less Shapes with 4 sides Time</p>	<p>Linking numerals to amounts</p> <p>Positional language</p> <p>Maths Meetings</p>	<p>Composition of 4 & 5 Compare Mass (2) Compare Capacity (2) Bonds to 5</p> <p>Growing 6, 7, 8 6, 7, 8 Making Pairs Combine 2 Groups Length & Height</p> <p>Building 9 and 10 9 & 10 Comparing Numbers to 10 Bonds to 10 3D Shape Patterns (2)</p>	<p>Naming and describing 2D shape and 3D solids</p> <p>Comparing objects by size, length, weight and capacity</p> <p>Creating and following simple patterns</p> <p>Maths Meetings</p>	<p>Spatial Reasoning (1) Match, Rotate, Manipulate</p> <p>First then Now Adding More Taking Away Spatial Reasoning (2) Compose and Decompose</p> <p>Find My Pattern Doubling Sharing & Grouping Even and Odd Spatial Reasoning (3) Visualise and Build Compare Mass Compare Capacity</p> <p>On the Move Deeping Understanding</p>
<p>Understanding the World Past and Present</p> <p>People Culture and Communities</p> <p>The Natural World</p>	<p>Exploring Natural Materials</p> <p>Talk About 'My Family' Sharing Photographs</p> <p>Exploring Different Occupations</p> <p>Small World/ Role Play House</p> <p>Weather / Changes in the Seasons</p> <p>Baking Gingerbread Men – Observing Changes</p>	<p>Festivals and Celebrations from different Cultures – Bonfire Night, Christmas, Diwali</p> <p>Understanding Past Events – Guy Fawkes</p> <p>Weather / Changes in the Seasons</p> <p>Exploring the Natural World</p> <p>Baking Birthday Cake, Making Jelly – Observing Changes</p> <p>RE -Unit F1 Which stories are special and why? Strand: Believing Unit F2 Which people are special and why? Strand: Believing</p>	<p>Identifying people in the Moorends community who help us</p> <p>Simple maps</p> <p>Vets – looking after animals, what they need</p>	<p>Compare and Contrast Characters, Past and Present</p> <p>Use Simple Maps, Moorends, Doncaster, Sundown Adventure Land</p> <p>RE - Unit F3 Which places are special and why? Strand: Expressing Unit F4 Which times are special and why? Strand: Expressing</p>	<p>Planting and Growing Seeds – Jungle link</p> <p>Weather / Changes in the Seasons</p> <p>Building boats, floating and sinking</p> <p>Under the sea, ship wrecks, animals and the beach</p>	<p>Past and Present Farm Machinery</p> <p>Compare Farming in Other Countries</p> <p>Caring for Plants and Animals</p> <p>Observing Chicks Hatch</p> <p>Habitats and Contrasting Environments</p> <p>RE -Unit F5 Where do we belong? Strand: Living Unit F6 What is special about Our World? Strand: Living</p>
<p>Expressive Arts and Design Creating with Media and Materials</p> <p>Being Imaginative and Expressive</p>	<p>Small World - Family and Self Focus</p> <p>Create Simple Representations of Self</p> <p>Working with Malleable Materials</p> <p>Natural Construction – Owl Babies</p> <p>Exploring Sounds of Instruments</p> <p>Learning and Singing Songs - Nativity</p>	<p>Rangoli Patterns</p> <p>Clay/Malleable Materials -Diva Lamps</p> <p>Represent Experiences and Objects Through Modelling, Drawing and Painting</p> <p>Learning and Singing Songs – Nativity</p> <p>Charanga Music</p> <p>Autumn 1: Me! Autumn 2: My Stories</p>	<p>Building a Repertoire of Songs/Rhymes to Perform</p> <p>Collage Using a Variety of Materials</p> <p>Explore Colour Mixing</p>	<p>Constructing Using a Range of Materials - Den Building</p> <p>Exploring Different Construction Techniques / Joining Materials – House for the Three Little Pigs / Bridge for Billy Goats</p> <p>Make a Fairytale Puppet</p> <p>Fairytale Dress Up Day – Role Play</p> <p>Charanga Music</p> <p>Spring 1: Everyone! Spring 2: Our World</p>	<p>Collage – Fire effects</p> <p>Experimenting with Texture/Printing</p> <p>Colour Mixing</p> <p>Performing Songs, Poems and Stories</p>	<p>Junk Box Model Animals – Using a Variety of Tools and Techniques</p> <p>Sewing</p> <p>Role Play Farm - Outside</p> <p>Small World Farm – Retelling Familiar Stories</p> <p>Charanga Music</p> <p>Summer 1: Big Bear Funk Summer 2: Reflect, Rewind, Replay</p>

All 'Specific' Areas of the curriculum will be catered for within the continuous provision.

