

Marshland Primary Academy

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	
	1. Take part in a Teddy Bear's Picnic	7. Run through a pile of leaves	3. 'Tweet' a nursery rhyme	9. Build a den using sheets and pillows	5. Plant seeds and watch them grow in the outside area	11. Visit a farm	
Marshland Moments	2. Become a member of the library and borrow a book	8. Perform on a stage	4. Dress up as a book character	10. Make and share a porridge breakfast	6. Make a bouquet	12. Make a scarecrow and donate to the community	
	Talking Tub	Talking Tub	Talking Tub	Talking Tub	Talking Tub	Talking Tub	
Key Events	Teddy Bears' Picnic	Birthday Party	Visitor – PCSO Visitor – Lollypop Lady Visitor – Dentist Visitor – Vet Visitor – Fire Brigade	Trip - Sundown Adventure Land Visit Fairytale Dress up Day	Beach Day - Pirates	Trip - Cannon Hall Farm Visit	
	Teddy Bears Picnic	Phonics Workshop	Daddy's Day	'Books for Breakfast' Story Session	Seed Planting Parent Event	Scarecrow Building Parent Event	
Engaging Parents	Bedtime Story Packs						
	Home Learning Activities – Practical learning opportunities and tasks based on the topic	Home Learning Activities – Practical learning opportunities and tasks based on the topic	Home Learning Activities – Practical learning opportunities and tasks based on the topic	Home Learning Activities – Practical learning opportunities and tasks based on the topic.	Home Learning Activities – Practical learning opportunities and tasks based on the topic	Home Learning Activities – Practical learning opportunities and tasks based on the topic	
Home Review	Library Bedtime Story Book to be sent home weekly	Decodable Reading Book linked to Letters and Sounds (Phase 2) will be sent home daily	Reading Picture Book to be sent home (Phase 1) Library Bedtime Story Book to be sent	Decodable Reading Book linked to Letters and Sounds (Phase 3) will be sent home daily	Nursery 2s - Decodable Reading Book linked to Letters and Sounds (Phase 2) will be sent home daily	Decodable Reading Book linked to Letters and Sounds (Phase 4) will be sent home daily	
Learning Task		Letters and Sounds Phonics GPC Book (Phase 2) will be sent home daily with a new Phoneme/Grapheme, High Frequency Words and Tricky Words	home weekly	Letters and Sounds Phonics GPC Book (Phase 4) will be sent home daily with a new Phoneme/Grapheme, High Frequency Words and Tricky Words	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	Tricky and High Frequency Word Keyrings/Flashcards Library Bedtime Story Book to be sent	
		Library Bedtime Story Book to be sent home weekly		Library Bedtime Story Book to be sent home weekly	Words Library Bedtime Story Book to be sent home weekly	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 '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	
<u>Personal Social and</u> <u>Emotional</u> <u>Development</u>	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	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.	feeling.	Show sensitivity to their own and to others' needs.	

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Managing Self	Increasingly follow rules, understanding why they are important. Talk about their feelings.	Talk with others to solve conflicts. Build constructive and respectful relations.	Play with one or more children, extending and elaborating play ideas.	Be confident to try new activities.	Help to find solutions to conflicts and rivalries. Develop their sense of responsibility and membership of a community.	Show independence, resilience and perseverance in the face of challenge.		
	Managing Self - The encouragement o	f self-help skills - Toileting, handwashing, o	dressing will be ongoing through modelling dressing, washing or brushing	, supporting and planning resources throu teeth with dolls/teddy bears.	d the enabling environment for instance i	role-play self-care tasks such as eating,		
	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.							
	Enjoy listening to longer stories. Understand a question or instruction that has two parts.	Engage in story times. Understand how to listen carefully and why listening is important.	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: 'Why	Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to	Enjoy listening to longer stories and can remember much of what happens. Be able to express a point of view and	Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		
Communication and Language Listening, Attention and	Use longer sentences of four to six words.	Learn new vocabulary/Use new vocabulary throughout the day.	do you think the caterpillar got so far?' Use wider range of vocabulary.	check they understand what has been said to them. Describe events in some detail.	be able to debate when they disagree with an adult or a friend, using words as well as actions.	Connect one idea or action to another using a range of connectives.		
Understanding Speaking	Know many rhymes.	Ask questions to find out more and to check they understand what has been said to them.	Uses talk to organise themselves and their play.	Learn rhymes, poems and songs.	Sing a large repertoire of songs. Know many rhymes, be able to talk	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might		
		Listen carefully to rhymes and songs, paying attention to how they sound.	Know many rhymes, be able to talk about familiar books.		about familiar books, and be able to tell a long story.	happen. Listen to and talk about selected non- fiction to develop a deep familiarity		
	Physical Development will be catered for	Engage in non-fiction books. through on-going provision both inside and	l outside the Foundation Stage Unit. The co gross and fin		d provision and adult initiated learning oppo	with new knowledge and vocabulary. ortunities will support the development of		
			5,000 010 111					
<u>Physical</u> Development	Foundation 1 Foundation 2 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 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		tribute to the development of gross motor s	skins and control.		gross motor skills and control.			
Fine Motor Skills	Fine Motor Skills- Dough Disco sessions. Formal P.E. session in the hall with Club Doncaster focusing on moving in a variety of ways, balance and negotiating the space Develop pincer grip using resources in continuous provision i.e. painting, tongs, pegs. Summer 1 – Balance (Gymnastics Focus) Summer 2 – Beanbag Skills (Invasion Focus) Funky Fingers provision area, Construction Area, Loose Parts, Materials, Creative Corner and Mark Making Area will all Formal P.E. session in the hall with Club Doncaster focusing on moving in a variety of ways, balance and negotiating the space							
	contribute to the development of fine motor skills and control. Fine Motor Skills - 3 Handwriting sessions a week. These sessions will be influenced by 'Dance Write' and will use music ar movement to improve motor skills to help develop writing. Funky Fingers provision area, construction area, creative corner and writing area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the development of fine motor skills area will all contribute to the							
	Comprehension and Word Reading:	Comprehension:	Comprehension and Word Reading:	Comprehension:	motor skills and control. Comprehension and Word Reading:	Comprehension:		
	 Understands the five key concepts about print: 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 	 Listens to stories, retell stories and narratives Describes main characters, settings and sequences events Word Reading: Read individual letters by saying 	 Understands the five key concepts about print: 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 	 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 	 Understands the five key concepts about print: 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 	 Retell stories and narratives Talk about the stories thet have heard and read using vocabulary acquired through stories, non- fiction texts, rhymes, poems and role play experiences 		
<u>Literacy</u> Comprehension Word Reading	 a book Page sequencing Talk about the stories they have heard using newly acquired vocabulary 	the sounds for them.Blend sounds in wordsRead some common exception words	 a book Page sequencing Joins in with songs and rhymes Spot and suggest rhymes Handles books carefully and looks 	experiences of books Word Reading: Read simple phrases and contenance	 a book Page sequencing Engage in extended conversations about stories, extending their vocabulary 	 Word Reading: Read and understand simple sentences containing phase 2, 3 and 4 phoneme grapheme correspondences and common 		
Writing	 Develop their phonological awareness by spotting and suggesting rhymes. Share books with adults. 	 Writing: Writing Labels and Lists Writing Names Writing CPCs 	 Handles books carefully and looks at them independently Understand print has meaning and can be used for different purposes Becognises own name 	 sentences They use phonic knowledge to decode regular words and read them aloud accurately Read Common exception 	 Hears and says the initial sounds in words Writing: 	 correspondences and common exception words Writing: Write sentences using recognisable 		
	Recognising initial letter in own name. Writing:	 Writing GPCs Use phonological knowledge to spell simple words using magnetic letters or writing the graphemes 	 Recognises own name Engage in extended conversations about stories Writing: 	Read Common exception words Writing:	 Write some letters accurately Writing their name 	 Write sentences using recognisable letters which are correctly formed, punctuated by a capital letter and full stop Read-read their writing to check it 		
	 Enjoy drawing freely 		Writing:			makes sense		

	• Attach some meaning to the marks		Copy letters in name	 Segment words to write 	
	they make		Mark make in a variety of forms	captions and sentences.	
			Include some recognisable letters in	Write some common	
			their mark marking.	exception words.	
				 Form most lower case and upper case letters correctly. 	
	Letters and Sounds Phase 1	Little Wandle Letters and Sounds	Letters and Sounds Phase 1	Little Wandle Letters and Sounds	Letters and Sounds
	Aspects 1-7	Revised	Aspects 1-7	Revised	Aspects 1-7
	The boundaries between each aspect	Autumn 1 Phase 2 graphemes New	The boundaries between each aspects	Spring 1 Phase 3 graphemes New tricky	The boundaries between
	are flexible: planning will integrate the	tricky words	are flexible: planning will integrate the	words	are flexible: planning will
	activities according to the developing abilities and needs of the children in our	s a t p i n m d g o c k ck e u r h b f l is I	activities according to the developing abilities and needs of the children in our	ai ee igh oa oo oo ar or ur ow oi ear air	activities according to the abilities and needs of the c
	setting.	the	setting	er	setting.
	Secting.		Secting	 words with double letters 	Jetting.
	Aspect 1 - General sound discrimination			 longer words 	Aspect 6 - Voice so
	 – environmental sounds 	Autumn 2 Phase 2 graphemes New	Aspect 4 -Rhythm and rhyme	was you they my by all are sure pure	
		tricky words			Aspect 7 - Oral blend
	Aspect 2 - General sound discrimination		Aspect 5 – Alliteration		segmenting
	– instrumental sounds	ff ll ss j v w x y z zz qu ch sh th ng nk		Spring 2 Phase 3 graphemes No new	
	Aspect 3 - General sound discrimination			tricky words	
	- body percussion	• words with -s /s/ added at the end		Review Phase 3	
		(hats sits)		• longer words, including those with	
		• words ending -s /z/ (his) and with -s		double letters	
		/z/ added at the end		• words with –s /z/ in the middle	
		(bags)		• words withes /z/ at the end	
		put* pull* full* as and has his her go no to into she		 words with -s /s/ and /z/ at the end 	
Word Reading				Review all taught so far	
Phonics		push* he of we me be			
				3 sessions per week based on reading	
				books matched to their phonics level.	
		3 sessions per week based on reading			
		books matched to their phonics level.		1.Decoding	
		1.Decoding		2.Prosody	
		2.Prosody		3.Comprehension	
				5.comprenension	
		3.Comprehension			
Mathematics	Reciting numbers names in the correct	White Rose Scheme	Number Rhymes	White Rose Scheme	Recognising numer
<u>Mathematics</u> Number	order				
Humber		Getting to Know You	Counting	Alive in 5!	1-1 corresponde
Number Patterns	Counting Objects	Key times of the day	1.1. Company and an	Introducing zero	
		Exploring number in provision	1-1 Correspondence	Comparing Numbers to 5	

Phase 1	
each aspect	Little Wandle Letters and Sounds Revised
integrate the e developing children in our	Summer 1 Phase 4 New tricky words Short vowels with adjacent consonants
	• CVCC CCVC CCVCC CCCVC CCCVCC
ounds	 longer words and compound words
ding and	• words ending in suffixes:
	-ing, -ed /t/, -ed /id/ /ed/, -est
	said so have like some come love do were here little
	says there when what one out today
	Summer 2 Phase 4 graphemes No new tricky words
	Phase 3 long vowel graphemes with adjacent consonants
	• CVCC CCVC CCCVC CCV CCVCC
	• words ending in suffixes:
	–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est
	 longer words and compound words
	Review all taught so far
	3 sessions per week based on reading books matched to their phonics level.
	1.Decoding
	2.Prosody
	3.Comprehension
als 1-5	White Rose Scheme
ence	Superhero 20 and Beyond
	Building numbers beyond 10 Counting patterns beyond 10

Image: space		Deservising and service 2D	Mile and the theta and the D			Newsing and description OD	Control Descenter (4)
Matter Meetings Matter Meetings Matter Meetings Postband Intersect Compare Capacity Capacity Compare Capacity Capacity Affect Meetings Marker Meetings Names A Capacity Names A Capacity Names Meetings 6,7.8 Names Meetings		Recognising and naming 2D shapes	Where do things belong?	Linking numerals to amounts	Composition of 4 & 5	Naming and describing 2D shape and	Spatial Reasoning (1)
Image: spectra spectr		Matha Maatinga		Linking numerals to amounts		3D solids	Match, Rotate, Manipulate
Image: set of the		waths weetings		Positional language		Comparing objects by size longth	First than Now
Image: start with a start				Positional language	Bonus to 5		
Image: second				Matha Maatinga	Crowing C. 7. 9	weight and capacity	-
Image: series of the series				Maths Weetings	_	Creating and following simple pattorns	
Image: state in the state i			Exploring Pattern			Creating and following simple patterns	
Image: Specific specif			W- M- 1 2 21		_	Matha Maatinga	Compose and Decompose
Image: space s					•	waths weetings	Find May Detterm
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uder standing the Water standing the Water standing the Standing			Positional Language				
 			Light and Dark				
LenceSingle mapsOne More and Loss SingleDefection and Loss SinglePetterns (2)Petterns (2)Compare Capit Compare and Contrast. Characters, Past and PresentPenting and Growing Seeds - Jungle LinkPenting and Growing Seeds - Ju			-				
Length Shapes with a does Time Shapes with a does Time Shapes with a does Time Identifying people in the Moarenab community who help us Simple maps Compare and Contrast Characters, PAM and Present Penting and Growing Seed-Lunge Infe Penting and Growing Seed-Lunge Infe Vexter / Changes in the Seasons Penting and Celebrations Contrast Characters, PAM and Present Penting and Growing Seed-Lunge Penting and Growing Seed-Lunge Penting and Growing Seed-Lunge People Culture and Communities Simple maps Vexter / Changes in the Seasons Vexter / Changes in the Seasons People Culture and Contrast of Penting and Seed Penting Under the sea, ship wrecks, animatian the beach People Culture and the beach							·
Image: marking section in the section in th					Fatterns (2)		compare capacity
Image: section in the sectio							On the Move
Image: section of the section of t			Time				
Image: space							Deeping onderstanding
Inderstanding rhs addfreent Cutures - Bonfrex Night, Photographs Community who help us ind Present ind Present ind indic Compare Farming in the Simple maps Understanding Photographs Understanding Photographs Understanding Photographs Understanding Photographs Wather / Changes in the Seasons Simple maps Use Simple Maps, Moorends, Donaster, Sundown Adventure Land Building boats, finating and sinking Observing Chicks Past and Present Small World, Role Play House Weather / Changes in the Seasons Exploring Inferent Occupations Exploring Inferent Occupations Exploring Inferent Occupations Observing Chicks Past and Present Small World, Role Play House Weather / Changes in the Seasons Exploring Inferent Occupations Exploring Inferent Occupations Observing Chicks Present Communities Baking Gingerbread Men - Observing Changes Baking Sinthday Cake, Making Jally - Observing Changes Figure 10		Exploring Natural Materials	Festivals and Celebrations from	Identifying people in the Moorends	Compare and Contrast Characters Past	Planting and Growing Seeds – Jungle	Past and Present Farm Machinery
Indik Abour My Family' Sharing Christmas, Diwali Simple maps Une Simple Maps, Moorends, Doncaster, Sundown Adventure Land Dancaster, Sundown Adventure Lan					•		
Photographs Understanding Pat Events – Gui Maderstanding Pat Event – Gui Maderstandi		Talk About 'My Family' Sharing	_				Compare Farming in Other Countries
Understanding base Word Past meetUnderstanding Past Events - Guy PavkesVets - looking after animals, what they needDencaster, sundown Adventure Land Dencaster,			,	Simple maps	Lise Simple Mans, Moorends	Weather / Changes in the Seasons	
Exploring Different Occupations Fawles Vets - looking after animals, what they need Building boats, floating and sinking Observing Chicks Working Past and Present Small World/ Role Play House Weather / Changes in the Seasons Exploring the Natural World Fawles Exploring binding and Sinking Observing Chicks People Culture and Communities Baking Gingerbread Men - Observing Changes Exploring binding and Sinking Play Observing Chicks Habitats and Contrasting The Natural World Baking Binthday Cake, Making Jelly- Baking Binthday Cake, Making Jelly- Nitch paces are special and why? Nitch paces are special an		3 .	Understanding Past Events – Guy				Caring for Plants and Animals
Small World / Role Play House Weather / Changes in the Seasons Exploring the Natural World Habitats and Contrasting People Culture and Communities Baking Gingerbread Men - Observing Changes Baking Birthday Cake, Making Jelly - Observing Changes Habitats and Contrasting The Natural World / Role Play House Baking Birthday Cake, Making Jelly - Observing Changes Baking Birthday Cake, Making Jelly - Observing Changes KE - Unit F3 Which places are special and why? Strand: Evpressing Which places are special and why? Strand: Evpressing Which places are special and why? Strand: Evpressing Which stories are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Which species are special and why? Strand: Evpressing Unit F4 Unit F5 Unit F6 Uni		Exploring Different Occupations		Vets – looking after animals, what they	Doncaster, Sundown Adventure Land	Building boats, floating and sinking	-
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Past and Present Weather / Changes in the Seasons Exploring the Natural World Exploring the Natural World Habitats and Contrasting People Culture and Communities Baking Gingerbread Men - Observing Changes Baking Birthday Cake, Making Jelly - Observing Changes Natural Science		Small World/ Role Play House	Weather / Changes in the Seasons			Under the sea, ship wrecks, animals and	
People Culture and Communities Baking Gingerbread Men - Observing Changes Baking Birthday Cake, Making Jelly - Observing Changes Collage Using A Variety of Materials - Oen Building Collage Vinity Materials - House - Ocloge Using A Variety Or Foorts Collage Using A Variety Of Materials - Oen Building Collage Vinity Materials - House - Ocloge Using A Variety Joining Materials - House						the beach	Habitats and Contrasting Environments
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Autumn 1: Me! Spring 1: Everyone! Summer 1:Big Be			Autump 1: Mel		Spring 1: Everyonel		Summer 1:Big Bear Funk
							Summer 2: Reflect, Rewind, Replay
All 'Specific' Areas of the curriculum will be catered for within the continuous provision.					op <u>0</u>		

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Prime Areas Specific Areas