



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!	Our Nursery Can Rhyme	Once Upon a Time	How Does Your Garden Grow?	Down on the Farm
Year Group	Foundation One	Foundation Two	Foundation One	Foundation Two	Foundation One	Foundation Two
<b>Marshland Moments</b>	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. Meet a farm animal 12. Make a scarecrow and donate to the community
<b>Key Events</b>	Teddy Bears' Picnic	Birthday Party	Dress up Day	Trip - Sundown Adventure Land Visit Fairytale Dress up Day	Visit from local florist	Trip - Cannon Hall Farm Visit
<b>Engaging Parents</b>	Teddy Bears' Picnic Bedtime Story Packs	Phonics Workshop	Nursery Rhyme Performance	'Books for Breakfast' Story Session	Seed Planting Parent Event	story telling event - parents/ carers to share a breakfast with the children's freshly baked bread Scarecrow Building Parent Event
<b>English Texts</b>	'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' by Jean and Gareth Adamson '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	'Each, Peach, Pear, Plum' by Janet and Allan Ahlberg  Selection of Class Nursery Rhymes including Number Rhymes  'Rhyming Stories' by Axel Scheffler	The 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	'Jasper's Beanstalk' by Nick Butterworth 'Oliver's Fruit Salad' by Vivian French 'The Hungry Caterpillar' by Eric Carle 'In Wibble's Garden' by Mick Inkpen	'How to Make a Scarecrow Picture Book' by Kim Wilde 'Farmer Duck' by Martin Waddell 'Oliver's Vegetable' by Vivian French  Little Red Hen  Selection of Non-Fiction Topic Texts

<b>Personal Social and Emotional Development</b> <b>Building Relationships</b> <b>Self-Regulation</b> <b>Managing Self</b>	<b>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.</b>					
	Find ways of managing transitions  Become more outgoing with unfamiliar people, in the safe context of their setting  Increasingly follow rules, understanding why they are important  Talk about their feelings.	Building constructive and respectful relationships with adults and peers  Selecting resources independently  Working together/ taking turns  Following rules and routines.	Select and use activities and resources, with help when needed.  Develop appropriate ways of being assertive.  Play with one or more children, extending and elaborating play ideas.	Developing self-confidence/ describe self in positive terms  Working together/ taking turns  Demonstrate resilience and perseverance when facing challenges.	Understand how others might be feeling  Help to find solutions to conflicts and rivalries  Develop their sense of responsibility and membership of a community.	Show sensitivity to others  Demonstrating independence, perseverance and resilience when tackling challenges  Work collaboratively with peers and adults.
	<b>Managing Self - The encouragement of self-help skills such as toileting, handwashing, dressing will be ongoing. This will be modelled, supported and planned for through the enabling environment. For instance, role-play self-care tasks such as eating, dressing, washing or brushing teeth with dolls/ teddy bears.</b>					
<b>Communication and Language</b> <b>Listening, Attention and Understanding</b> <b>Speaking</b>	<b>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.</b>					
	Enjoy listening to longer stories  Understand a question or instruction that has two parts  Use longer sentences of four to six words  Know many rhymes.	Listen to and talk about familiar stories/ engage in story times  Articulate ideas and thoughts in sentences  Listen to and learn rhymes, poems and songs.	Enjoy listening to longer stories and can remember much of what happens  Understand 'why' questions, like: 'Why do you think the caterpillar got so far?'  Use wider range of vocabulary  Uses talk to organise themselves and their play  Know many rhymes, be able to talk about familiar books.	Joining in with and retelling familiar stories  Describe events using extended vocabulary  Learn rhymes, poems and songs.	Enjoy listening to longer stories and can remember much of what happens.  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.  Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Participate in discussions offering explanations and expression for their Ideas  Engage in non-fiction books  Use non-fiction texts to develop knowledge and vocabulary
<b>Physical Development</b> <b>Gross Motor Skills</b> <b>Fine Motor Skills</b>	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.					
	<b>Foundation One</b>  <b>Gross Motor Skills</b> - 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.  <b>Fine Motor Skills</b> - Dough Disco sessions. Develop pincer grip using resources in continuous provision i.e. painting, tongs, pegs. Other provision to include; 'Funky Fingers' area, construction area, loose parts resources, materials, creative corner and mark making area. These will all contribute to the development of fine motor skills and control.			<b>Foundation Two</b>  <b>Gross Motor Skills</b> - 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.  <b>Fine Motor Skills</b> - The children will have three 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. The 'Funky Fingers' provision area, construction area, creative corner and writing area will all contribute to the development of fine motor skills and control.		

<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <p><b>Word Reading</b></p> <p><b>Writing</b></p>	<p><b>Comprehension and Word Reading:</b> Understands the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ Print has meaning</li> <li>○ Print can have different purposes</li> <li>○ We read English from left to right and top to bottom</li> <li>○ The names of the different parts of a book</li> <li>○ Page sequencing</li> </ul> <ul style="list-style-type: none"> <li>• Share books with adults.</li> <li>• Talk about the stories they have heard using newly acquired vocabulary</li> <li>• Repeat words and phrases from familiar stories</li> <li>• Handles books carefully and looks at them independently.</li> <li>• Recognising initial letter in own name</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Enjoys drawing freely</li> <li>• Attach some meaning to the marks they make</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listens to stories, retell stories and narratives</li> <li>• Describes main characters, settings and sequences events</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Recognising individual letters saying the sounds for them</li> <li>• Blend sounds in words</li> <li>• Read some common exception words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing Labels and Lists</li> <li>• Writing Names</li> <li>• Writing GPCs</li> <li>• Use phonological knowledge to spell simple words using magnetic letters or writing the graphemes</li> </ul>	<p><b>Comprehension and Word Reading:</b> Understands the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ Print has meaning</li> <li>○ Print can have different purposes</li> <li>○ We read English from left to right and top to bottom</li> <li>○ The names of the different parts of a book</li> <li>○ Page sequencing</li> </ul> <ul style="list-style-type: none"> <li>• Joins in with songs and rhymes</li> <li>• Spot and suggest rhymes</li> <li>• Handles books carefully and looks at them independently</li> <li>• Understand print has meaning and can be used for different purposes</li> <li>• Recognises own name</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Copy letters in name</li> <li>• Mark make in a variety of forms</li> <li>• Include some recognisable letters in their mark marking.</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Talk about what they have read, characters, settings and sequence of events</li> <li>• Anticipate key events</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Read Common exception words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Segment words to write captions and sentences.</li> <li>• Write some common exception words.</li> <li>• Form most lower case and upper case letters correctly.</li> </ul>	<p><b>Comprehension and Word Reading:</b> Understands the five key concepts about print:</p> <ul style="list-style-type: none"> <li>○ Print has meaning</li> <li>○ Print can have different purposes</li> <li>○ We read English from left to right and top to bottom</li> <li>○ The names of the different parts of a book</li> <li>○ Page sequencing</li> </ul> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, extending their vocabulary</li> <li>• Hears and says the initial sounds in words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write some letters accurately</li> <li>• Writing their name</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Retell stories and narratives</li> <li>• Talk about the stories that have heard and read using vocabulary acquired through stories, non-fiction texts, rhymes, poems and role play experiences</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Read and understand simple sentences containing phase 2, 3 and 4 phoneme grapheme correspondences and common exception words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write sentences using recognisable letters which are correctly formed, punctuated by a capital letter and full stop</li> <li>• Read-read their writing to check it makes sense</li> </ul>
<p><b>Word Reading</b></p> <p><b>Phonics</b></p>	<p><b>Letters and Sounds Phase 1 Aspects 1-7</b></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><b>Little Wandle Letters and Sounds Revised</b></p> <p><b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>New tricky words</b> is l the</p> <p><b>Autumn 2 Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats, sits)</li> <li>• words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul> <p><b>New tricky words</b> put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>3 reading practice sessions per week based on reading books matched to their phonics level</p> <ol style="list-style-type: none"> <li>1. Decoding</li> <li>2. Prosody</li> <li>3. Comprehension</li> </ol>	<p><b>Letters and Sounds Phase 1 Aspects 1-7</b></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><b>Little Wandle Letters and Sounds Revised</b></p> <p><b>Spring 1 Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p><b>New tricky words</b> was you they my by all are sure pure</p> <p><b>Spring 2 Phase 3 graphemes</b> Review Phase 3</p> <ul style="list-style-type: none"> <li>• longer words, including those with double letters</li> <li>• words with –s /z/ in the middle</li> <li>• words with –es /z/ at the end</li> <li>• words with –s /s/ and /z/ at the end</li> </ul> <p>3 reading practice sessions per week based on reading books matched to their phonics level</p> <ol style="list-style-type: none"> <li>1. Decoding</li> <li>2. Prosody</li> <li>3. Comprehension</li> </ol>	<p><b>Letters and Sounds Phase 1 Aspects 1-7</b></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><b>Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>New tricky words</b> is l the</p>	<p><b>Little Wandle Letters and Sounds Revised</b></p> <p><b>Summer 1 Phase 4 Short vowels with adjacent consonants</b></p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul> <p><b>New tricky words</b> said so have like some come love do were here little says there when what one out today</p> <p><b>Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants</b></p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer and compound words</li> </ul> <p>Review all taught so far</p> <p>3 reading practice sessions per week based on reading books matched to their phonics level</p> <ol style="list-style-type: none"> <li>1. Decoding</li> <li>2. Prosody</li> <li>3. Comprehension</li> </ol>

<p><b>Mathematics</b> <b>Number</b> <b>Number Patterns</b></p>	<p><b>Master the Curriculum Maths</b></p> <p>Reciting numbers names in the correct order</p> <p>Counting Objects</p> <p>Recognising and Naming 2D Shapes</p>	<p><b>White Rose Scheme</b> <b>Master the Curriculum</b></p> <p><b>Getting to Know You</b> Key times of the day Exploring number in provision Where do things belong?</p> <p><b>Just Like Me!</b> Match and Sort Compare Amounts Compare Size, Mass &amp; Capacity Exploring Pattern</p> <p><b>It's Me 1, 2, 3!</b> Representing and comparing 1, 2 &amp; 3 Composition of 1, 2 &amp; 3 Circles and Triangles Positional Language</p> <p><b>Light and Dark</b> Representing Numbers to 5 One More and Less Shapes with 4 sides Time</p>	<p><b>Master the Curriculum Maths</b></p> <p>Number Rhymes</p> <p>Counting</p> <p>1-1 Correspondence</p> <p>Linking Numerals to Amounts</p> <p>Positional language</p>	<p><b>White Rose Scheme</b> <b>Master the Curriculum</b></p> <p><b>Alive in 5!</b> Introducing zero Comparing Numbers to 5 Composition of 4 &amp; 5 Compare Mass (2) Compare Capacity (2) Bonds to 5</p> <p><b>Growing 6, 7, 8</b> 6, 7, 8 Making Pairs Combine 2 Groups Length &amp; Height</p> <p><b>Building 9 and 10</b> 9 &amp; 10 Comparing Numbers to 10 Bonds to 10 3D Shape Patterns (2)</p>	<p><b>Master the Curriculum Maths</b></p> <p>Recognising Numerals 1-5</p> <p>1-1 correspondence</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 Patters</p>	<p><b>White Rose Scheme</b> <b>Master the Curriculum</b></p> <p><b>Superhero 20 and Beyond</b> Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate</p> <p><b>First then Now</b> Adding More Taking Away Spatial Reasoning (2) Compose and Decompose</p> <p><b>Find My Pattern</b> Doubling Sharing &amp; Grouping Even and Odd Spatial Reasoning (3) Visualise and Build Compare Mass Compare Capacity</p> <p><b>On the Move</b> Deeping Understanding</p>
<p><b>Understanding the World</b> <b>Past and Present</b> <b>People Culture and Communities</b> <b>The Natural World</b></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 Folks</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 F3 Which places are special and why? <b>Strand: Expressing</b> Unit F4 Which times are special and why? <b>Strand: Expressing</b></p>	<p>Small World Settings, Animals and Habitats</p> <p>Weather / Changes in the Seasons</p> <p>Baking Currant Buns – Observing Changes</p>	<p>Compare and Contrast Characters, Past and Present</p> <p>Use Simple Maps, Moorends, Doncaster, Sundown Adventure Land</p> <p>RE -Unit F1 Which stories are special and why? <b>Strand: Believing</b> Unit F2 Which people are special and why? <b>Strand: Believing</b></p>	<p>Planting and Growing Seeds</p> <p>Caring for the Natural World, Plants and Animals</p> <p>Weather / Changes in the Seasons</p> <p>Observing Hatching Caterpillars/Butterflies</p> <p>Life Cycles</p>	<p>Past and Present Farm Machinery</p> <p>Compare Farming in Other Countries</p> <p>Caring for Plants and Animals</p> <p>Habitats and Contrasting Environments</p> <p>RE -Unit F5 Where do we belong? <b>Strand: Living</b> Unit F6 What is special about Our World? <b>Strand: Living</b></p>

<b>Expressive Arts and Design</b> <b>Creating with Media and Materials</b> <b>Being Imaginative and Expressive</b>	Small World - Family and Self Focus	Rangoli Patterns	Building a Repertoire of Songs/Rhymes to Perform	Constructing Using a Range of Materials - Den Building	Collage Eric Carle 'The Hungry Caterpillar'	Junk Box Model Animals – Using a Variety of Tools and Techniques
	Create Simple Representations of Self	Clay/Malleable Materials -Diva Lamps	Collage Using a Variety of Materials	Exploring Different Construction Techniques / Joining Materials – House for the Three Little Pigs / Bridge for Billy Goats	Experimenting with Texture/Printing	Role Play Farm - Outside
	Working with Malleable Materials	Represent Experiences and Objects Through Modelling, Drawing and Painting	Explore Colour Mixing	Make a Fairytale Puppet	Colour Mixing	Small World Farm – Retelling Familiar Stories
	Natural Construction – Owl Babies	Learning and Singing Songs – Nativity		Fairytale Dress Up Day – Role Play	Performing Songs, Poems and Stories	
	Exploring Instrument Sounds	Charanga Music		Charanga Music		
	Learning and Singing Songs - Nativity	Autumn 1: Me! Autumn 2: My Stories		Spring 1: Everyone! Spring 2: Our World		Charanga Music  Summer 1: Big Bear Funk Summer 2: Reflect, Rewind, Replay

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

Prime Areas	Specific Areas
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