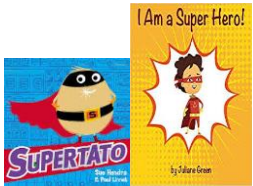
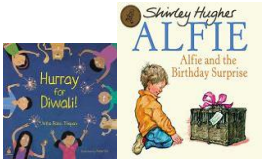















Foundation Stage planning is used as a guide and not a "tick list". This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures when appropriate.

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	<u>I wonder what it means to be a hero?</u>	<u>I wonder how we celebrate?</u>	<u>I wonder who lives there?</u>	<u>I wonder what is under the sea?</u>	<u>I wonder how it grows?</u>	<u>I wonder how it works?</u>
Books/Texts	 <p>Supertato Superworm People who help us I am a superhero</p>	 <p>The Scarecrows Wedding Hurray for Diwali Alfie's Birthday Surprise The Nativity Story Guy Fawkes</p>	 <p>This is Our House The Three Little Pig Homes around the world</p>	 <p>Commotion in the ocean The fish who could wish The sharing Shell What a waste Pirate Pete</p>	 <p>Oliver's Vegetables Jack and the Beanstalk Life cycle of a sunflower Babies to giants</p>	 <p>The story machine How it works Terrific trains Rosie Revere Engineer</p>
<p>The Way, The Truth, The Life</p> 	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	The Church
<p>Personal, Social and Emotional Development</p> 	Settling into school, making friends, school routines; learning and playing together Form positive attachments to adults and friendships with peers.	Explain the reason for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Manage own personal needs and understand the importance of healthy food choices. Set and work towards simple goals, being able to wait for what they want and control impulses where appropriate.	Give focused attention to what teacher says and can show ability to follow instructions involving several steps. Show sensitivity to their own and to the needs of others.
<p>Physical Development</p>	<p>Gross motor: Listening and following instruction games</p> <p>Fine motor:</p>	<p>Gross motor: Exploring different ways of moving such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Gross motor: Develop balance and coordination</p> <p>Fine motor:</p>	<p>Gross motor: Negotiate space safely</p> <p>Fine motor: Hold pencil effectively with</p>	<p>Gross motor: Multi sports skills</p> <p>Fine motor: Develop pencil grip and letter</p>	<p>Gross motor: Team games/ sports day prep</p> <p>Fine motor: Form letters correctly</p>

	<p>Gain independence in dressing and undressing. Show preference for dominant hand. Begin to use cutlery effectively.</p>	<p>Fine motor: Develop muscle tone to put pencil pressure on paper Establish tripod pencil grip</p>	<p>Begin to form letters correctly Handle tools, objects, construction, and malleable materials with increasing control</p>	<p>comfortable grip Forms recognisable letters most correctly formed</p>	<p>formation continually</p>	<p>Uses small tools such as scissors effectively.</p>
<p>Communication and Language</p> 	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p>	<p>Make comments about what they have heard and ask questions to clarify understanding.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p>	<p>Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</p>
<p>Literacy</p> 	<p>Phase 2 phonics</p> <p>Reading: Listen to stories, describe main parts</p> <p>Books sent home after initial assessment with phase 2 sounds</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Give meaning to marks Use language for a range of purposes</p> <p>Use baseline, ongoing assessments and planning to inform Differentiation</p>	<p>Phase 2/3 differentiated phonics</p> <p>Reading: Look at books independently; begin to link sounds and letters.</p> <p>Books with words and sentences</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Can continue a rhyming string Develop muscle tone to put pencil pressure on paper Can identify some phoneme/grapheme correspondences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phase 2/3 differentiated phonics</p> <p>Reading: Begin to segment sounds and blend.</p> <p>Guided reading- working on parts of a story. What various parts of a book are called.</p> <p>Books with sentences and stories</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Extend spoken vocabulary Recognise some familiar words Begin to form letters correctly Use writing as a means of communicating to audience Write own name and labels/captions</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phase 3 Differentiated phonics</p> <p>Reading: Begin to read words and simple sentences.</p> <p>Guided reading- simple comprehension skills, questions Books with sentences and stories</p> <p>Story Time: Fiction and Non-Fiction related to topic</p> <p>Writing: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Use phonic knowledge to write simple words and attempt more complex words Begin to write short sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phase 4 differentiated phonics</p> <p>Reading: Read and understand simple sentences</p> <p>Guided reading-simple comprehension skills, questions Books with sentences and stories</p> <p>Story Time: Fiction and Non-Fiction related to topic</p> <p>Writing: Can name and sound letters of the alphabet Begin to form simple sentences using some punctuation Write own name Write simple sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Phase 5 differentiated phonics</p> <p>Reading: Use phonics to decode and knows some irregular words. Recognise alternate graphemes</p> <p>Guided Reading- fluency, expression, simple comprehension skills, questions Books with stories Polysyllabic words</p> <p>Story Time: Fiction and Non-Fiction related to topic</p> <p>Writing: Writes different forms for example captions, labels and lists. Attempt to write for different purposes Use talk to organise thinking and feelings for writing Spell words correctly or by using phonics</p> <p>Use ongoing assessments and planning to inform differentiation</p>

Mathematics 	<p>Number: Represent numbers up to five, in a variety of ways Count reliably up to 5 objects, including those that cannot be moved Count actions or sounds</p> <p>Numerical Patterns: Explore and represent patterns</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Number: Represent numbers up to 10 in a variety of ways</p> <p>Numerical Patterns: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Count reliably any arrangement of up to ten objects Subitise (recognise quantities without counting) up to 5</p> <p>Numerical Pattern:s Explore how quantities can be distributed evenly.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Verbally count beyond 20</p> <p>Numerical Patterns: Explore odd and even</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Automatically recall number bonds to 5</p> <p>Numerical Patterns: Explore doubling.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Automatically recall some number bonds to 10 including double facts.</p> <p>Numerical Patterns: Recognise the patterns of the number system.</p> <p>Use ongoing assessments and planning to inform differentiation</p>
Understanding the World 	<p>Past and Present: Talk about the roles of people around them.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion and story.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals.</p>	<p>Past and Present: Understand the past through events read in class and storytelling.</p> <p>People, Culture and Communities: Know some similarities and differences between religious and cultural communities in this country.</p> <p>The Natural World: Understand some important processes and changes in the natural world including seasons and changing states of matter.</p>	<p>Past and Present: Explore similarities and differences in homes in the past and now.</p> <p>People, Culture and Communities: Explore homes in different countries and compare to our own homes.</p> <p>The Natural World: Look at differences between contrasting environments.</p>	<p>Past and Present: Know some of the similarities and differences between things in the past and now.</p> <p>People, Culture and Communities: Look at how different countries celebrate Easter. Look at people who work at seaside, coast guard, lifeguards</p> <p>The Natural World: Learn about different creatures that live under the sea.</p>	<p>Past and Present: Farming past and present</p> <p>People, Culture and Communities: Link to Harper Adams- growing crops locally and food. Discuss how humans grow and change.</p> <p>The Natural World: Explore natural world of plants making observations and drawing plants.</p>	<p>Past and Present: Explore how technology/ machines are different now People, Culture and Communities: Learn about being an engineer.</p> <p>The Natural World: Consider how seasons have changed throughout the year.</p>
Expressive Arts and Design 	<p>Designing superhero mask Making superhero cape Super hero HQ roleplay area</p>	<p>Diva lamps Firework pictures Christmas crafts Nativity play Making Christmas cards</p>	<p>House building using different materials Exploring processes. Designing homes</p>	<p>Ocean crafts Sea shanty songs Under sea roleplay Natural art with shells and sand</p>	<p>Natural art Mud painting Collage flowers Garden centre roleplay</p>	<p>Using construction kits to make models Loose part play Model design</p>
Trips/Visits/ Experiences	<p>ENGAGE- take children for tour around school. Introduce to staff.</p> <p>Engage- superhero dilemma to solve</p>	<p>ENGAGE – pantomime School trip to pantomime</p> <p>Nativity Play</p> <p>Class Christmas Party</p>	<p>ENGAGE- t</p> <p>Walk around neighbourhood, spotting different types of homes.</p>	<p>ENGAGE- whole school trip to Llandudno</p> <p>ENGAGE: Telford and Wrekin music sessions</p>	<p>ENGAGE- plant own seeds. Develop garden area at school</p> <p>Engage- observe butterfly lifecycle.</p>	<p>ENGAGE- set up class tinker table</p> <p>Investigate old and new technology</p>

	Forest school visit	Diwali	World book day			
Parental Engagement	Learning journey sharing Parent meeting (settling in) Weekly update Website class page Open morning Phonics information	Learning journey sharing Parent meeting (appointments) Weekly update Website class page Nativity play Christmas Fair Family mass	Learning journey sharing Weekly update Website class page	Learning journey sharing Parent meeting (appointments) Weekly update Website class page Family mass	Learning journey sharing Weekly update Website class page	Learning journey sharing End of year report Sports day Leavers mass
Assessment	Baseline – Number, literacy and phonics assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps	End of term assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's	Ongoing assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update/EHCP referrals?	End of term assessment Learning Journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update	Ongoing assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update	End of term assessment Learning Journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update
Moderation	Baseline moderation with St Lukes	Cluster moderation event	In house moderation	LA moderation event	LA led peer moderation session	In house moderation with SLT
Action Planning	Prepare Action plan Consider previous year exit data and current entry data	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment
Transition	All children in 06/09/22 Settling in meeting	Open morning for prospective families		Reading buddies with older class	Open doors sessions with year 1 for current cohort Nursery visits	Shuffle up days Open door sessions contd. Parent of new intake meeting
<p style="text-align: center;">Characteristics of Effective Learning</p> <p style="text-align: center;">Playing & Exploring: Encourage children to 'have a go' and explore their new environment</p> <p style="text-align: center;">Active learning: Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging</p> <p style="text-align: center;">Creating & Thinking Critically: Encourage open ended thinking Model being a thinker, showing that you don't always know</p>						