

Foundation Stage Long term planning – Spring 2

Personal, Social and Emotional Development

- I can think about how other people are feeling in different situations.
- I know how to listen to others and be kind and caring.
- I can express my feelings.
- I can manage my own personal hygiene.
- I know and can talk about the importance of: healthy eating and tooth brushing

Jigsaw – Healthy Me

- Everybody's body - I understand that I need to exercise to keep my body healthy
- We like to move it, move it - I understand how moving and resting are good for my body.
- Food, glorious food - I know which foods are healthy and not so healthy and can make healthy eating choices
- Sweet dreams - I know how to help myself go to sleep and understand why sleep is good for me
- Keeping clean - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- Stranger danger - I know what a stranger is and how to stay safe if a stranger approaches me

Physical Development

I can move with increasing control and grace - 3 little pigs dance

I have body strength, coordination and balance

I can practise and develop my skills using equipment including throwing, bouncing, catching

I can use scissors to cut curved lines.

I can use a range of tools for drawing and writing – including:

Fine motor – funky fingers to develop, wrist and finger strength for tripod pencil grip – using anticlockwise movements



With a wave of a wand Spring term 2



Communication and Language

I can listen carefully.

I can remember stories, rhymes and poems that I like

I can talk about things I have experienced.

I can ask questions.

I can use sentence stems

I can work with a talk partner to ask and answer questions

I can speak in whole sentences and use and or because to explain my thinking

I like listening to fiction and non-fiction books.

I can learn, remember, and use explicit vocabulary taught through talk through stories and topic lessons

Understanding the World

I understand that the seasons change.

Outdoor Learning – Forest School and Welly walks

Seasonal learning about – Spring

I like to talk about my family and can name and describe people that I have come across within my community.

I can explore my community visits

I enjoy exploring the natural world and can describe what I see, hear, feel when outdoors.

I can explore floating and sinking and investigate use of materials

RE – Kapow – Why are some places special?

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.
- What is Holi – why is it special to some people?

Characteristics of Effective Learning embedded into provision:

Playing and exploring (Kim the cat)

I can respond to new experiences when they are brought to my attention.

Active learning – Motivation (Tim the turtle)

I can show goal oriented behaviour.

Creative and Critical thinking – Thinking (Oli the owl)

I can review my progress as I try to achieve a goal and check how well I am doing.

Expressive Arts and Design

I can create collaboratively with others. I can share my ideas, resources and skills.

Play project (COEL) Design and make a boat using junk modelling

Investigating types of materials

Artist - Vincent Van Gogh Starry Night

Shape/ line/colour/ dark and light

I enjoy creating storylines in my pretend play.

Role play – Grocery shop – linked to healthy eating and money

I enjoy exploring and engaging in making music and dance.

Literacy

RWI - Daily progressive phonics

Daily Book time and Book choice - reading for pleasure – weekly library visits.

I can learn new vocabulary linked to stories and themes.

I can listen to and respond to key texts:

- The 3 Billy Goats Gruff
- The 3 little pigs
- The Gingerbread Man
- After the Fall
- Little Red
- We're Going on an egg hunt

I can write longer words such as flat, hunt etc

I can form letters and numbers

I can write simple phrases using key features - finger spaces

I can write in different genres e.g Writing cards

I can write for pleasure and purpose linked to personal interests

Maths fluency

I can recognise ways in which objects are similar to or different from each other and talk about some of the different attributes I notice (colour, size, function, shape, etc.) · I can sort objects according to attributes described by an adult.

I can use my fingers to represent doubles and NOT doubles.

I can use my fingers to show doubles patterns.

I can remember the rules for how to count · I can discuss and practise strategies for counting larger sets.

I can practise counting on from a given number.

I can subitise doubles amounts shown on 10-frames.

I can use my own models and/or drawings to explore and represent the numbers within 5.

I can match 10-frames with finger patterns and numerals.

I can say the different ways that 10 can be made.

Learning Landscape plan:

Responsive planning linked to child initiated interests, with targeted interventions to support pupils as required