

Long Term Planning FS1 2019-20

| | Autumn 1 (02/09 – 08/10: 7 weeks) | Autumn 2 (04/11 – 20/12: 7 weeks) | Spring 1 (06/01 – 14/02: 6 weeks) | Spring 2 (24/02 – 03/04: 6 weeks) | Summer 1 (22/04 – 22/05: 5 weeks) | Summer 2 (01/06 – 17/07: 7 weeks) |
|--|---|--|--|---|---|--|
| Theme(s) | <u>All about me</u> -Family/families -Starting school -Empathy, respect, kindness, niceness. -Building relationships. | <u>Seasons</u> Change of weather Changes for us (different types of clothes) Occasions/Events | <u>Under the Sea</u> Creatures under the sea Saving the planet Effects of plastic in the ocean. | <u>People who help us</u> - Vets, nurses, doctors, etc. Why they are important people | <u>Minibeasts/animals</u> How to look after minibeasts/animals. The different types of insects/animals. | <u>Holidays & seaside</u> How to stay safe in the sun Fun things to do at the beach How to keep our beaches tidy. |
| Celebrations | Halloween (31 st Oct) Diwali (29 th Oct) | Bonfire Night Christmas Remembrance Day (11 th November) | Chinese New Year (Sat 25/01/20) Valentine's Day | Pancake Day (25/02/20) Mother's Day (22/03/20) Easter (12/04/20) | Eid (24 th May 2020) | Father's Day – Sun 21 st June 2020 |
| Trips/ Experiences | Spooky story time/stay and play. | Visit from Santa? | Mansfield aquatics (enquire about a visit). | Visits from professionals. Easter bunny visit? Superhero day- dress up. | Mini beast hunt on the field? Parents to come and support. White post farm visit. | Family seaside event- picnic at the beach? |
| Brilliant Beginning | Parents to provide family pictures to make family pictures. | Making creations/pictures for the different sections of the season display. | Create new underwater creature (at home) bring in for show and tell. | Visits from professionals. Easter bunny visit? Superhero day/ dress up. | Footprints/pretend droppings- which animal came in overnight? | Set up a scene with a boat that has sunk- what could they do to make it better? Can the children get things to float in the water tray? |
| Exciting Exhibition/ Parental Involvement Opportunities | Halloween Stay & Play? | Christmas concert (joint with F2). Stay and play- singing, story, play and hot chocolate. | Create new underwater creature (at home) bring in for show and tell. | Visits from professionals. Easter stay and play | Mini beast hunt on the field? Parents to come and support. | Family seaside event- picnic at the beach (in school). |
| PSED/HSC (CIRCLE TIME) | See Jigsaw Planning | See Jigsaw Planning | See Jigsaw Planning | See Jigsaw Planning | See Jigsaw Planning | See Jigsaw Planning |

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|--------------------|--|---|---|---|---|---|
| C&L | Ongoing – working through EExAT statements as needed. Key words used around the unit Discussions around their lives, themselves- building trust between them and others. | | | | | |
| PD | Ongoing HSC Aspects: | | | | | |
| | <ul style="list-style-type: none"> • Basic hygiene – using the toilet, washing hands after/before eating • Healthy lifestyles – healthy eating, exercise, looking after ourselves. | | | | | |
| | | | | | | Sport's Day Race practise – standing in lines, waiting for our turn, participating fairly in races. |
| Literacy – Reading | Baseline assessments and 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) | 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments | 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments | 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments | 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments | 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments |
| Literacy – Writing | Look for any appropriate opportunities for a range of types of writing, including: <ul style="list-style-type: none"> • Name writing • Notes • Cards • Posters | | | | | |

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| | <ul style="list-style-type: none"> • Letters | | | | | |
| | <ul style="list-style-type: none"> • 'My first week' handprints • Family trees* | Letters to Santa (big groups). | | | | |
| Maths | Baseline Assessments- assessment sheets. Numberblocks – Number of the day (Numbers to 10) Focus on counting to 10, recognising and writing numerals to 10, ordering numbers to 10, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes | Baseline Assessments- assessment sheets. Numberblocks – Number of the day (Numbers to 10) Focus on counting to 10, recognising and writing numerals to 10, ordering numbers to 10, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes | Baseline Assessments- Numberblocks – Number of the day (Numbers to 10) Focus on counting to 10, recognising and writing numerals to 10, ordering numbers to 10, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes (Introduce numbers to 20). | Baseline Assessments- Numberblocks – Number of the day (Numbers to 10) Focus on counting to 10, recognising and writing numerals to 10, ordering numbers to 10, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes (numbers to 20). | Baseline Assessments- Numberblocks – Number of the day (Numbers to 10) Focus on counting to 10, recognising and writing numerals to 10, ordering numbers to 10, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes (numbers to 20, 3d shapes) | Baseline Assessments- Numberblocks – Number of the day (Numbers to 10) Focus on counting to 10, recognising and writing numerals to 10, ordering numbers to 10, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes (numbers to 20 & 3D shapes) |
| UW | Identifying significant people in their own lives – talking about their families and lives outside of school. | Use curious cube to look at different items linking to topic (change weekly). | Use curious cube to look at different items linking to topic (change weekly). | Use curious cube to look at different items linking to topic (change weekly). | Use curious cube to look at different items linking to topic (change weekly). | Use curious cube to look at different items linking to topic (change weekly). |

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| | Use curious cube to look at different items linking to topic (change weekly). Tourist Teddy- send home with children to see their lives. | Tuff spot (outdoor) - match different clothes to the correct season. Tourist Teddy- send home with children to see their lives. | Tourist Teddy- send home with children to see their lives. | Tourist Teddy- send home with children to see their lives. | Tourist Teddy- send home with children to see their lives. | Tourist Teddy- send home with children to see their lives. |
| RE | Discovery RE – see separate planning. | Discovery RE – see separate planning. | Discovery RE – see separate planning. | Discovery RE – see separate planning. | Discovery RE – see separate planning. | Discovery RE – see separate planning. |
| ICT | Access to lightbox/iPads. | Access to lightbox/iPads. | Access to lightbox/iPads. | Access to lightbox/iPads. | Access to lightbox/iPads. | Access to lightbox/iPads. |
| EAD - Art | <ul style="list-style-type: none"> • Self-portraits • My first week handprints* • Making Halloween decorations/pictures. • | Christmas cards for families. Creating seasonal pictures/collages Create poppy paintings. | Creating underwater creatures | Dentist- make posters how to clean our teeth. Posters of people who help us. Fire engine/police car/ambulance collages. | Mask making, footprints. | Card making for Father's Day/Someone we love. Make postcards/passport. |
| EAD - Music | Charanga: Singing nursery rhymes | Charanga: Singing nursery rhymes | Charanga: Singing nursery rhymes | Charanga: Singing nursery rhymes | Charanga: Singing nursery rhymes | Charanga: Singing nursery rhymes |
| Role play suggestions: | Home corner/classroom- Halloween decorations. | Create post office/post box for cards from friends to go to Santa. Santa's workshop. | Under the sea themed. | Home corner- doctors/vet surgery. Professional costumes to be used | Farm/zoo area. | Create beach area outside. Suitcases inside, check lists, to do lists. |