

RIVERSIDE PRIMARY SCHOOL AND NURSERY
FOUNDATION STAGE LONG TERM PLAN

Predicted Interests according to Time of the Year – Topics could change as all planning is linked to children’s current interests!

Possible Themes and WOW moments						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>WOW: Cooking in Cookery Corner</p> <p>Diwali Learning about traditions of Diwali Arts and crafts linked to Diwali. Make Diwali sweets</p> <p>Autumn Autumn walks Discussing changes in the outside area- weather/trees/temperature.</p> <p>All About Me What do I look like? Self-portraits. How am I individual?</p> <p>Baseline Assessment</p> <p>Library Visit</p>	<p>WOW: Nativity Performance</p> <p>Bonfire Night The story behind Bonfire Night. Traditions of Bonfire Night.</p> <p>Remembrance Learning about why we remember people who died during wars/conflicts. Art and poetry linked to remembrance.</p> <p>Toys Comparing toys from now and in the past. Making their own toy.</p> <p>Christmas The Nativity Father Christmas Christmas Crafts Christmas Bakes</p> <p>Nursery Rhyme Week</p>	<p>WOW: Ice Experiments</p> <p>Polar animals Looking at a number of polar animals and how they live in colder environments</p> <p>Ice How is ice formed? What is the best substance to melt ice? How can we stop ice melting?</p> <p>Chinese New Year Traditions of Chinese New Year. The Great Race Chinese Food cooking and tasting. Chinese arts and crafts. Chinese music and dancing.</p> <p>Fire Safety Talks</p>	<p>WOW: African Culture Day</p> <p>Africa Locating Africa on a map African daily life compared to the UK. African music. Fruits preparation and tasting.</p> <p>Spring Signs of spring Spring walk – discussing changes in the outside area- weather/trees/ temperature.</p> <p>Easter The story of Easter Traditions of Easter Easter crafts</p> <p>Easter Egg Hunt</p>	<p>WOW: A Picnic on the Moon</p> <p>Space Learning about the Planets</p> <p>Maps Reading maps. A local environment walk using a map,</p> <p>Planting and Growing Visit to Biodome to plant cucumbers (grown from seeds last term.) Plant sunflowers.</p> <p>Local area walk</p>	<p>WOW: Trip to Kent Life</p> <p>Life cycle of a caterpillar Learn about the lifecycle of a caterpillar Watch the lifecycle happen.</p> <p>Plants Watch our cucumber and sunflower plants grow. Create our own planting area in EYFS</p> <p>End of year farm trip What animals will we see? What else will we find at the farm?</p> <p>Sports Day</p>

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Communication and Language

This is a suggested programme of teaching focus for communication and language skills. However, we will teach and model the learning each individual needs during interventions in their play. The children will continually be practising their communication skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> -Directed activities to develop children’s communication and language skills -Rhymes, poems and songs -Role play opportunities -Listen to and discuss stories and non-fiction -Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary 	<ul style="list-style-type: none"> - Directed activities to develop children’s communication and language skills - Rhymes, poems and songs - Role play opportunities - Listen to and discuss stories and non-fiction - Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary 	<ul style="list-style-type: none"> - Directed activities to develop children’s communication and language skills - Rhymes, poems and songs - Role play opportunities - Listen to and discuss stories and non-fiction - Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary 	<ul style="list-style-type: none"> - Directed activities to develop children’s communication and language skills - Rhymes, poems and songs - Role play opportunities - Listen to and discuss stories and non-fiction - Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary 	<ul style="list-style-type: none"> Directed activities to develop children’s communication and language skills Rhymes, poems and songs Role play opportunities Listen to and discuss stories and non-fiction Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary. 	<ul style="list-style-type: none"> Directed activities to develop children’s communication and language skills Rhymes, poems and songs Role play opportunities Listen to and discuss stories and non-fiction Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary.

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Personal, Social and Emotional Development

We follow the Jigsaw scheme for PSED but skills will be developed constantly through adult interventions in their play e.g. to model, to help share, to suggest ways of resolving situations, etc.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><u>Being Me in my World</u></p> <p>Belonging; similarities and differences Recognise and manage feelings Working with others Being kind; gentle hands Children’s rights Being responsible</p>	<p><u>Celebrating Difference</u></p> <p>Being proud Being good at different things Being unique Different families Different homes and why they are important Making friends Standing up for myself Names of emotions Friendships</p>	<p><u>Dreams and Goals</u></p> <p>Challenges Perseverance Setting goals Kind words Consider jobs for the future Working hard and achieving goals</p>	<p><u>Healthy Me</u></p> <p>Naming parts of the body What healthy means Keeping healthy Exercising to keep healthy Importance of sleep Washing our hands Saying no to strangers What to do if lost</p>	<p><u>Relationships</u></p> <p>Family Responsibilities in a family Healthy and safe friendships Maintaining friendships Knowing unkind words can hurt Using Calm Me when feeling angry Reasons we get angry</p>	<p><u>Changing Me</u></p> <p>Names and functions of some body parts Growing from baby to adult Who to talk to when feeling worried Sharing to solve a worry Remembering happy times</p>

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Physical Development						
This is a suggested programme of study for the learning in the area of physical development that will be covered in Reception. However, we will teach the areas as they arise in the children’s individual needs and interests. The children will also be revising and practising skills through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Fundamentals spatial awareness travelling developing movement control and coordination run skillfully	Ball skills Basic aiming skills when hitting a target Accuracy in rolling a ball Tunnel ball Underarm throw, Overhead throw Kicking a ball on target Putting a ball with a golf club towards a target Using racket skills to hit a ball towards a target	Gymnastics Different ways to hold a static balance Shapes while balancing Floor work balances, Balance using small and large body parts Balance with different equipment Balance with a partner	Dance Explore coordination using hands, feet and sports equipment. Unilateral movement and bilateral movement, when reacting to stimuli. Jump and land safely. Jump high with control Create shapes while jumping. Coordination when running and jumping. Jump in different directions	Games Negotiate space safely Follow instructions involving several ideas or actions. Play co-operatively, take turns and encourage others. Play games honestly with consideration of the rules. Use ball skills with developing competence and accuracy. Use movement skills with developing balance and co-ordination.	Games: Use skills learn to play games – tunnel ball, team games, learn basic rules of games Sports Day Practice Bike skills Scooter skills

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Literacy						
This is a suggested programme of study for the learning in the area of Literacy that will be covered in Reception. Our phonics will be taught using the RWI scheme. However, we will teach the areas as they arise in the children’s individual needs and interests. The children will also be revising and practising skills through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Books: Ruby’s Worry Rainbow Fish Leaf Man Colour Monster</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Retell stories, eg The Nativity, act, read and sequence</p> <p>Books: On a Sudden Hill Christmas Stories The Nativity Stick Man</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Retelling stories, sequencing, beginning to write words and sentences.</p> <p>Books: Blue Penguin Lost and Found Polar Bear, Polar Bear Non fictions polar animal/cold places books The Great Race Lanterns and Firecrackers</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Sequencing and story maps, discuss key events in stories and predict what may happen next, retell stories, story maps of Handa’s Surprise, role play, write phrases and sentences.</p> <p>Books: The Leopard’s Drum Handa’s Surprise Walking Through the Jungle</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Story maps, retell stories and anticipate key event, role play, draw, label and read own map with directions around school, write sentences.</p> <p>Books: Astro Girl Whatever Next Naughty Bus Mr Gumpy’s Boat Ride Aliens Love Underpants The Train Ride Non-fiction books about transport/journeys</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Recount trip of the farm Mini beast information book Create own super mini-beast and describe it</p> <p>Books: The Bad-tempered Ladybird Yucky Worms Arghhh Spider The Very Hungry Caterpillar Superworm I love animals Non-fiction mini beast books</p>

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Maths						
This is a suggested programme of study for the maths that will be covered in Reception based on Maths Mastery planning. However, we will teach the learning as it arises in the children’s individual needs and interests. We will also be continually revising all mathematical areas through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Unit 1 – Early Mathematical Experiences Classifying, Matching, Comparing, Ordering</p> <p>Unit 2 – Pattern and Early Number -Recognise, describe copy, extend and create colour and size patterns -Count one, two and three objects reliably --Recognise the numerals one, two and three.</p>	<p>Unit 3 – Numbers within 6 -Count up to six objects reliably -To explore conservation of numbers within six. -To explore one more and one fewer within six. -To place numbers 1-6 in order.</p> <p>Unit 4 – Addition and Subtraction within 6 Talk about the number zero. Add by combining two sets within six. Partition a set within six.</p> <p>Unit 5 – Measures To order objects by size To use everyday language to talk about capacity. To explore and compare the capacities of everyday objects To use everyday language to talk about weight To estimate, compare and explore the weight of everyday objects To use everyday language to talk about size To estimate, compare and explore the length of everyday objects.</p>	<p>Unit 6 – Shape and Pattern To describe and sort 3-D shapes, exploring characteristics. To use mathematical language to describe position accurately</p> <p>Unit 7 – Numbers within 10 Count up to ten objects reliably Explore one more and one greater and one fewer. Place numbers in order Solve mathematical problems.</p> <p>Unit 8 – Calendar and Time Exploring and discussing time and the seasons. Exploring and discussing daily events. Using everyday language to sequence daily events.</p> <p>Unit 9 – Addition and Subtraction within 10 Adding two numbers together by counting on. Subtracting by taking away. Describing the direction on a number track when adding and subtracting.</p>	<p>Unit 10 – Grouping and Sharing To explore counting in groups to find a total To explore sharing objects into equal groups</p> <p>Unit 11 – Number Patterns within 15 To be able to count up to 15 objects and place them in order To know what is one more and one fewer than a number within 15</p> <p>Unit 12 – Doubling and Halving To explore the concept of doubles and half. To explore the relationship between double and half</p> <p>Unit 13 – Shape and Pattern To be able to sort 2-D and 3-D shapes on the basis of one and two criteria To recognise, complete and create patterns using 2-D and 3-D shapes To develop their reasoning skills using the known properties about shape</p>	<p>Unit 14 – Securing Addition and Subtraction Facts To add by combining two groups. To explore subtraction as partitioning into two sets and as taking away.</p> <p>Unit 15 – Number Patterns within 20 To be able to count up to 20 objects and place them in order To be able to find one more and one less than a number within 20 • To apply knowledge of one more, one fewer, one greater and one less To investigate number combinations within 20 To explore ordinal numbers and consolidate patterns</p> <p>Unit 16 – Number Patterns beyond 20 Estimate a number of objects and check by counting Solve practical problems that involve combining groups of 2, 5 or 10, Count reliably to 50 Place numbers 0—50 in order</p>	<p>Unit 17-Money To recognise the value of one penny and to recognise the value of coins. To explore different combinations of coins for a given total up to 20p To give change from ten pence.</p> <p>Unit 18-Measure To describe the capacities of objects. To compare the volume and weight. To begin to estimate the lengths of objects and then compare and order lengths To measure objects using non-standard units.</p> <p>Unit 19 – Exploration of Patterns within Number To explore numbers, strategy and patterns within ten To apply knowledge of number, shape and measures in their surrounding environment To explore different ways of making ten To recognise and extend pattern.</p>

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Understanding the World						
This is a suggested programme of study for the learning in the area of UtW that will be covered in Reception. However, we will teach the learning as it arises in the children’s individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Talking about Immediate family and people who are important to us</p> <p>Autumn walk, create autumn leaves for forest school tree collage</p> <p>Make and decorate Autumnal biscuits</p> <p>Harvest Festival, Diwali</p> <p>Introduction to Woodland Learning</p> <p>Observe common garden animal using binoculars.</p>	<p>Remembrance Day</p> <p>Christmas past and present – talking about how traditions have changed.</p> <p>Toys Past and Present- Look at and discuss old and new toys/electrical equipment</p> <p>Discuss different beliefs and celebrations</p> <p><u>Outdoor Woodland Learning</u></p> <p>Den Building</p> <p>Learning Knots</p> <p>Introduction to firepit</p>	<p>Winter walk- talk about seasons and what we can observe in the natural world.</p> <p>Ice investigations – look at different ways to stop ice melting, looks at ways to melt ice.</p> <p>Compare polar regions to where we live, look at different animals in these habitats</p> <p>Chinese New Year</p> <p><u>Outdoor Woodland Learning</u></p> <p>Den building</p> <p>Signs of Winter</p> <p>Fire Circle</p>	<p>Africa – location, food, differences between our school and an African school</p> <p>Make African drum</p> <p>Signs of Spring</p> <p>Plant cucumber seeds</p> <p>Visit the biodome</p> <p>Magnets and magnetic materials</p> <p><u>Outdoor Woodland Learning</u></p> <p>Forest art – tree rubbing, mud faces on trees</p> <p>Knot tying</p> <p>Sketching in charcoal</p> <p>Signs of Spring</p>	<p>Plant sunflowers and observe</p> <p>What does a plant need to grow?</p> <p>Floating and Sinking – make a boat that can float.</p> <p>Aerial photographs of the school, make own maps/plans of routes to places.</p> <p>Use Bee-Bots to follow a map and plan a journey</p> <p><u>Outdoor Woodland Learning</u></p> <p>Create patterns/shapes with natural resources (Andrew Goldsworthy Art)</p> <p>Making boast and pirate ships</p>	<p>Lifecycle of a caterpillar- observe and describe the lifecycle of a caterpillar.</p> <p>Mini beast hunt- observe, draw and label a range of minibeasts.</p> <p>Visit biodome to monitor vegetables growing.</p> <p>People who help us</p> <p><u>Outdoor Woodland Learning</u></p> <p>Mini beats hunts</p> <p>Building a mini beast hotel/home</p> <p>Create own spider webs with string and sticks</p> <p>Smores</p>

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Expressive Arts and Design						
This is a suggested programme of study for the learning in the area of expressive arts and design that will be covered in Reception. However, we will teach the learning as it arises in the children’s individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Explores what happens when they mix colours - Autumn colour mixing</p> <p>Leaf printing, leaf Man collages</p> <p>Experiments to create different textures and to join materials in different ways</p> <p>Learn a repertoire of songs – body/counting / nursery rhymes / Harvest songs</p> <p>Use a range of materials to create a self-portrait, basic skills to draw people.</p> <p>Using instruments to accompany a melody.</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Colour mixing</p> <p>Create own firework pictures using collage/paint materials.</p> <p>Create Remembrance Day pictures.</p> <p>Dancing and using streamers to firework music.</p> <p>Act out Nativity Christmas role play and craft.</p> <p>Make cup and ball toy</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Polar animal moving picture</p> <p>Use Vincent Van Gogh Starry Night for inspiration for painting.</p> <p>Chinese New Year dragon dancing and Chinese music Chinese New Year singing</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Make African necklaces</p> <p>Batik art using candle wax and crayons.</p> <p>African music and dance.</p> <p>Tape art</p> <p>Model painting/sketch daffodils</p> <p>Easter craft</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Create rockets, spaceships, aliens, planet</p> <p>Create something to take us on a journey to Space-large scale modelling.</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Matisse – The Snail: create own artwork</p> <p>Create ladybird pictures using symmetrical art</p> <p>Make mini beasts from junk modelling</p> <p>Minibeast fossils</p>