



*Lantern Lane
Long Term Plan for
Foundation 1*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intended Topic	Dinosaurs	Food & Festivals	Earth and Beyond	Recycling and our Environment	Animals and their habitats	
Prime Areas of Learning						
Listening and Attention	I can join with rhymes and songs	I can anticipate actions and sounds from a toy (such as Pop Up Pirate)	I can concentrate for longer periods of time (6 minutes)	I can identify objects according to their properties	I can remember and join in with songs and rhymes	I can follow a story with props and pictures
Understanding	I can match objects to names including colours	I can understand simple questions and instructions	I can respond to two requests (wash your hands then get your water bottle)	I can identify characters in my favourite books	I can operate technology and equipment	I can ask and respond to why and how questions
Speaking	I can make a request using 2 words	I can use everyday words to talk about people I know	I can remember and use new words	I can play make believe games	I can hold a conversation linking simple sentences	I can explain what happened and what might happen using simple sentences
PSHE Long Term Focus	What do I like to do at school?	Why is it important to share?	What makes me feel...?	Where do I belong?	How can I be a good friend?	Where can I go to for help?
Self-Regulation	I can explore new environments	I can join in with a range of activities	I can talk to other children when I am playing	I am starting to play pretend with my friends	I will talk to my friends about my family and home	I am confident to ask adults for help
Managing Self	I can respond to the feelings and wishes of others	I know that some things are shared and some things are mine	I can express my own feelings	I respond to the boundaries and rules of school	I give comfort and help others when they are upset	I know that my wishes will not always be met and am ok when this is the case
Building Relationships	I can talk to an adult while I'm playing	I can share things with others who are playing in the same area as me	I am interested in others play and am starting to join in	I am kind and care for my friends when they feel sad	I initiate play and give cues to others to join in	I keep play going by responding to others ideas
PE Focus	I can move in a variety of ways Parachute games and movement	I can move in time to music, following instructions Dance	I can perform different gymnastic moves and routines Gymnastics	I can follow instructions and focus on my breathing Yoga	I have increasing control over a ball using both my hands and feet Ball Games	I can take part in different races and encourage my friends Sports Day
Gross Motor Skills*	I can negotiate space safely both indoors and outside	I can use balancing equipment like scooters, beams and balance bikes	I can use pedals to make things move	I can pedal a bike with support	I can climb up and over equipment safely	I can alter how I move to travel effectively

<i>*These are likely to be seen in the outdoor provision</i>						
Fine Motor Skills	I can use simple tools like tweezers, toothbrushes and cutlery	I can use levers and switches and am starting to try and do my coat up	I can use scissors to make snips in paper and am beginning to cut along a line	I can use cutlery and other tools with increasing accuracy	I can use pencils and scissors with increasing control	I can form the letters in my name using a pen or a pencil
Health and Self-Care	I can use the toilets and know why it's important to wash my hands	I can put on my coat and socks independently	I know why it is important to brush my teeth everyday	I know why I should wear a bike helmet	I am independent with putting on my coat, shoes and finding my belongings	I know how to move and use equipment safely
Specific Areas of Learning						
Reading <i>Story time focus. Reading provision will be enriched through a selection of fiction and non-fiction texts also ongoing</i>	I can handle books carefully, turn the pages and listen to a story	I can look carefully at the illustrations and talk about what I can see	I can identify and talk about where a story is set	I can identify and talk about characters in a story	I can talk about what happens in a story	I can predict what might happen next in a story
Phonics <i>Focus on securing phase 1 and beginning phase 2</i>	Listening and identifying sounds in the environment	Listening and identifying instruments including pitch, beat and volume	Listening and beginning to identify rhyme and alliteration including when two words start with the same sound	Introducing letter sounds (phonemes) and formation. Looking at the sounds which make up their name.	Hearing syllables in words and verbal blending	Reading simple CVC words using known sounds and telling stories using books without words
Writing	I can make big movements using flappers, streamers and ribbons using my arms	I can control the marks I am making on paper using either or both hands	I can control mark making equipment to make my own marks	I can make identifiable shapes to create a picture	I can identify a capital letter at the start of my name and begin to form the letters	I can form the letter shapes which make my name
Maths	Recognising, naming and matching colours Sorting by various attributes Continuing AB patterns	Using language of size Counting principles Comparing amounts of objects	Number and place value (0-3)	Number and place value (4-6)	Shapes Ordering events Length	Weight Capacity Positional language

People, Culture and Communities	I can talk about my family	I can talk about things that happened in the past	I imitate everyday actions and events in my pretend play	I can talk about similarities and differences between me and my friends	I can talk about significant events in my experience	I can talk about different occupations and ways of life
The Natural World	I can play with small world models	I can recognise and talk about changes of state	I can observe and talk about forces I can see and feel	I am developing an understanding of growth, decay and changes over time	I show care and concern for living things	I can talk about some things I have observed such as plants, animals, natural and found objects
Creating with Materials	I can join in singing songs and rhymes	I can create sounds by banging, shaking, tapping and blowing	I can experiment with blocks, colours and marks	I can tap out repeated rhythms	I can use various construction materials	I can sing a few familiar songs
Being Imaginative and Expressive	I can build up stories around small world scenes	I can create movement in response to music	I can use movement to express my feelings	I engage in imaginative role play	I use available resources to support my role play	I have a preference for forms of expression
Cultural Capital Enrichment Opportunities	Seasonal walk around the local environment	Snowdome Trip Nativity	Seasonal walk around the local environment	Library Visit including recycling bands at the Co-Op	Manor Farm trip Seasonal walk around the local environment	Fun Day Graduation