

Foundation Stage Yearly Overview –New ELGs

This Long term plan has the new ELGs on it. These are end of year expectations which we will adapt accordingly using to The Development Matters for the individual child depending on what stages they are at in their learning journey. Our topic headings are broad and balanced, allowing us to adapt and allow for individual needs and interests to be explored for each child.

2020-2021	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Incredible me	Let's celebrate	On the Farm	Spring into Action	Under the Sea	The Lighthouse Keeper's Lunch
Communication and language	<p><u>Main Text:</u> All about me Stickman</p> <p><u>Supporting texts</u> On the way home Six dinner Sid Funny bones , Handa's Surprise <i>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</i></p>	<p><u>Main Text:</u> The Christmas Story Laura's star Amma, Tell me about Diwali</p> <p>The Elves and the Shoemaker</p> <p><u>Supporting texts:</u> The story of Rama and Sita, Let's celebrate Diwali, Ganesh's Sweet Tooth5 days of Diwali, The Jolly Christmas Postman</p> <p><i>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p>	<p><u>Main Text</u> The Three Billy Goats Gruff, Farmer Duck What the Ladybird Heard</p> <p><u>Supporting texts</u> Little Red Hen, Rosie's Walk, non-fiction books about farm animals and machinery Jack and the beanstalk Farmer duck SHHH! Chicken Liken, <i>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i></p>	<p><u>Main Text</u> Jack and the Beanstalk, Enormous turnip</p> <p><u>Supporting texts</u> Tadpoles Promise. The Very Hungry Caterpillar The Bad Tempered Ladybird <i>- Make comments about what they have heard and ask questions to clarify their understanding;</i></p>	<p><u>Main Text</u> Storm Whale</p> <p><u>Supporting texts</u> The rainbow fish, Dolphin boy, fact books on sea creatures, Mr Gumpy's, Outing Rainbow Fish, Rosie's Walk <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p>	<p><u>Main Text</u> The Lighthouse Keepers Lunch</p> <p><u>Supporting texts</u> Katie Morag, Secrets of the seashore, Billy's bucket <i>- 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.</i></p>
Personal, social and emotional development	<p>(Relationship Ed)</p> <p>Turn taking Sharing Making new friends Berty bears adventure home bag <i>- Form positive attachments to adults and friendships with peers;</i></p>	<p>Enjoys responsibilities Confident to speak to new people <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</i> <i>- Work and play cooperatively and take turns with others</i></p>	<p>(Relationship Ed)</p> <p>Accept needs of others Working as a team Aware of boundaries set <i>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> <i>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p>	<p>Asking questions, being inquisitive <i>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</i></p>	<p>Talk about ideas and share plans Talk in a familiar group. <i>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</i> <i>- Show sensitivity to their own and to others' needs</i></p>	<p>Transition <i>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i></p>

<p>Physical development</p>	<p>Ourselves-Funny bones Following rules Movement: exploring body parts Developing special awareness - <i>Begin to show accuracy and care when drawing</i></p>	<p>Rolling, Running Balancing Shape movement Nutcracker Climbing Journeys - <i>Demonstrate strength, balance and coordination when playing</i></p>	<p>move freely Jump off an object Travel around, under, over and through balancing and climbing equipment. Tunnels and bridges - <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i></p>	<p>Fast and slow movements Experiment with different ways of moving - <i>Use a range of small tools, including scissors, paint brushes and cutlery;</i></p>	<p>Run skilfully negotiating space Underhand rolling - <i>Negotiate space and obstacles safely, with consideration for themselves and others;</i></p>	<p>Running Travelling Catching Sports day - <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p>
<p>Literacy</p>	<p>Name writing Initial sounds Letters and sounds Phase 2 Listening and responding to stories. Dough disco Non- fiction – All about me - <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>	<p>Name writing /number formation Letters and sounds phase 2 Letter formation Recognising words and reading captions Talking about stories, characters and settings, Non- fiction – topic Poetry - <i>Read words consistent with their phonic knowledge by sound-blending;</i> - <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p>	<p>Extending vocabulary Letters and sounds phases 3 Captions/labels Short sentences Reading sentences with tricky words Non- fiction – topic Poetry - <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p>	<p>Extending vocabulary Letters and sounds phase 3 Short sentences Narrative writing Reading with fluency Non- fiction – topic Poetry - <i>Anticipate – where appropriate – key events in stories</i> - <i>Say a sound for each letter in the alphabet and at least 10 digraphs;</i> - <i>Write recognisable letters, most of which are correctly formed;</i></p>	<p>Extending vocabulary Letters and sounds phase 3/4 Short sentences Narrative writing Reading with fluency and expression Non- fiction – topic Poetry - <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</i></p>	<p>Extending vocabulary Letters and sounds phase 4 Short sentences Narrative writing Reading with fluency and expression Non- fiction – topic Poetry - <i>Write simple phrases and sentences that can be read by others</i></p>

<p>Mathematics</p>	<p>Baseline Counting reliably Using numbers Recognising numbers 1-5 - <i>Verbally count beyond 20, recognising the pattern of the counting system;</i></p>	<p>Recognise and name 2D shapes Repeating patterns Money Ordering numbers More and less - <i>Subitise (recognise quantities without counting) up to 5;</i></p>	<p>Counting reliably Using numbers Recognising numbers 1-10 Counting in steps Ordering items by weight or capacity - <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</i></p>	<p>Addition and subtraction Comparing Estimating Counting 3D shapes Ordering items by length and height Sequencing events/Time - <i>Have a deep understanding of number to 10, including the composition of each number;</i></p>	<p>Counting reliably 1-20 Counting and recognising numbers Using numbers in problems Addition and subtraction Doubling Halving/sharing Shapes Sequencing events/Time - <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>	<p>Addition and subtraction Number problems Counting in steps Doubling Halving/Sharing Positional language - <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i></p>
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<p>Understanding the world</p>	<p>Body parts/ Senses Autumn (seasons) My family When I was a baby</p> <p>Timeline of photos- baby-toddler-now. How have I changed?</p> <p>Toys from the past Seasons</p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p>Christmas Diwali How celebrations are celebrated in different cultures Changes (seasons)</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>How much have I grown? Growth chicks Easter Seasons</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Creatures, different animals, looking after, nature. Life cycle of a butterfly, Seasons</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	<p>Grouping animals Seasons</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Animals Around the world Seasons</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>- Talk about the lives of the people around them and their roles in society;</p>
<p>Expressive art and design</p>	<p>Naming colours Portraits Write dance, Singing simple songs from Memory Charanga</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Printing, Colour mixing Write dance, Singing, musical instruments Performing Charanga</p> <p>- Sing a range of well-known nursery rhymes and songs;</p>	<p>models Choosing / selecting own resources Write dance, Singing, musical instruments Charanga</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>, Pattern making Collage - texture Singing, musical instruments Charanga</p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher;</p>	<p>Painting Singing, musical instruments Charanga</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Sculpture/ 3D Singing, musical instruments Charanga</p> <p>Share their creations, explaining the process they have used;</p>
<p>Forest School</p>	<p>Use the 4 compass directions and simple vocab. (geography)</p> <p>Introduce through The marvellous man map</p> <p>2D shapes -counting</p>	<p>Use tools safely and correctly Order and measure sticks Use taught knots Create a class Christmas tree</p>	<p>Shelter Building. Different types of dens. Lean-to and tipis.</p> <p>Link maths- measuring and sawing sticks to a given length. Ordering sticks and leaves.</p>	<p>Willow model making and weaving</p> <p>Develop techniques of colour, pattern texture, shape and form. (Art link) Spring inspired art.</p>	<p>Whittling sticks and fire making</p>	<p>Knots and frames</p>