



Barnburgh Primary Academy

Foundation Stage Long Term Plan 2024-25 (Year A)



Foundation Stage long-term planning is used as a *guide* and not a “tick list”. This is to ensure that teachers have the flexibility to plan a challenging and enjoyable experience for each child in all of the areas of learning and development, responding to the individual needs, interests, and stage of development of every child.

TEACHERS - Mrs Ocock, Mrs Towend and Miss Clark		YEAR GROUPS – Nursery and Reception			CLASS – Foundation Stage Unit	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC TITLE	Me and my community (inc Autumn changes)	Many years ago (inc Christmas/Diwali)	Fairytales... (inc Winter, Chinese New Year)	Ready steady grow	Dangerous Dinosaurs	On the beach
POSSIBLE TRIPS, VISITORS AND EXPERIENCES	Visit The Deep (Summer 2) Visit from Rev. Kathryn Parents / community to visit who are doctors, nurses, fire fighters, lollipop persons, shopkeepers... to talk about roles within our community Local walk Engage traffic day/ crime scene scenario	EMTAS – Diwali, Indian dancing, food tasting. Father Christmas to visit. Old fashioned toys/ objects for children to explore. Christmas performance/ songs	Forest School/ Gruffalo Theatre company to visit school Visit theatre Bedtime reading	Incubator in class Farm visit Butterfly eggs in class Ant farm	Yorkshire Wildlife Park External Visitors - e.g. pack up animal show Reptile redevous	The Deep Sealife Centre Seaside trip
Key texts	1, Maisy goes to school x2 2, A superhero like you Dr Ranj 3, The Lion inside	1, Toys long ago 2, Binny’s Diwali 3, The Christmas story	1, Gingerbread Man 2, A Little Bit of Winter 3, The three Billy Goats Gruff	1, Jaspers Beanstalk 2, A crunching munching caterpillar 3, Mad about mini beasts	1, Stomp, chomp, big roars here come the dinosaurs - poetry 2, Harry and the Bucket full of Dinosaurs went to the beach 3, The Dinosaur who popped...	1, Pirates love Underpants 2, Sharing a shell 3, Billy’s Bucket
Linked texts	Funnybones Only One You Your Heart and Lungs What Makes Me Me? We Are All Welcome The Great Big Book of Families Lion mouse	Toys now then and long ago Seaside holidays long ago Grandparents My World, Your World Diwali Christmas Chinese New Year	A Little Bit of Winter Snow Rapunzel Emperors clothes Princess and the pea Enormous turnip Antarctica Snowflake Snowballs	Little mouse big breakfast Planting rainbow Life Cycles From Egg to Chick... Titch The Growing Story Jack and the Beanstalk	National geographical dinosaurs Wash woolly mammoth Dear Dinosaur Stomp chomp Harry’s bucket full of dinosaurs	One snail ten crab Exploring rock pools Clem crab Little Mermaid Under the Sea Pirates Next Door Pirate’s Love Underpants

	Great big book of families Superhero dad families	All about China All about India Dream Snow The Christmasaurus The Christmas Promise	Winter Magic Secrets of Winter Jack Frost Chinese New Year All about China	The Very Hungry Caterpillar		Captain Jack and the Pirates
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children will be given a range of opportunities to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities. Intervention programmes will be put in place for any children not making expected progress / attaining at the expected level of development.					
PHYSICAL DEVELOPMENT	Children will be provided the opportunity to be active and interactive and to develop their co-ordination, control, and movement. Through everyday and planned activities, children will learn the importance of physical activity and how to make healthy choices in relation to food.					
COMMUNICATION AND LANGUAGE	Family Community Emergency services People Vehicle Harvest festival Church Assembly	Diwali Festivals Hindu Christian Christmas Celebration Past Before Sequence Order	Snow Frost Winter Arctic Antarctica Fairy tale Traditional tale Once upon a time Story	Grow Change Life cycle Plants Crops Vegetables / fruits Develop Sequence	Dinosaurs Past Extinct Timeline Million Year Herbivore Carnivore Omnivore	Seaside Beach Rockpool Sand Sea Ocean Sea creatures Seaweed
LITERACY	Learning about good book behaviours. Exploring a range of mark making on different materials. Setting expectations for listening to stories/ group times. Singing familiar songs and rhymes. Fine motor activities Reading a range of books. Setting expectations for reading and writing including writing position and pencil grip. Modelling reading and writing. Writing a label Writing a list	Learning about good book behaviours. Exploring a range of mark making on different materials. Setting expectations for listening to stories/ group times. Singing familiar songs and rhymes. Fine motor activities Reading a range of books. Reading a range of books. Embedding expectations for reading and writing including writing position and pencil grip. Writing a caption. Writing a letter.	Learning about good book behaviours. Exploring a range of mark making on different materials with increased confidence. Setting expectations for listening to stories/ group times. Singing familiar songs and rhymes. Fine motor activities Modelling reading and writing. Beginning to use recognisable letter sounds in mark making/ writing. Practise name writing/ formation. Reading a range of books. Embedding expectations for reading and writing	Learning about good book behaviours. Exploring a range of mark making on different materials with increased confidence. Setting expectations for listening to stories/ group times. Singing familiar songs and rhymes. Fine motor activities Modelling reading and writing. Beginning to use recognisable letter sounds in mark making/ writing. Practise name writing/ formation. Reading a range of books. Embedding expectations for reading and writing	Embedding book behaviours and expectations for story time. Make a range of marks confidently. Setting expectations for listening to stories/ group times. Singing familiar songs and rhymes. Fine motor activities Modelling reading and writing. Beginning to use recognisable letter sounds in mark making/ writing. Beginning to linking some letters to sounds. Practise name writing/ formation. Reading a range of books.	Embedding book behaviours and expectations for story time. Make a range of marks confidently. Setting expectations for listening to stories/ group times. Singing familiar songs and rhymes. Fine motor activities Modelling reading and writing. Beginning to use recognisable letter sounds in mark making/ writing. Beginning to linking some letters to sounds. Practise name writing/ formation. Reading a range of books.

			including writing position and pencil grip. Writing a sentence. Writing a fact. Retelling and writing a story.	including writing position and pencil grip. Writing a sentence. Writing a life cycle. Retelling and writing a story.	Embedding expectations for reading and writing including writing position and pencil grip. Writing a sentence. Writing an invitation. Retelling and writing a story.	Embedding expectations for reading and writing including writing position and pencil grip. Writing a sentence. Writing a postcard. Retelling and writing a story.
MATHEMATICS	Enjoying counting. Recognising and touch counting up to 3 Working out simple puzzles Comparing more and less Comparing size, mass and capacity Repeating patterns	Working out simple puzzles Comparing simple weight/ height Exploring naming/ describing 2D shapes. Sorting Representing, comparing and composition of 1 to 3 2D shapes Spatial awareness One more and one less	Counting with increased confidence. Recognising and continuing simple patterns (everyday and natural objects). Subitising 1,2,3 objects Comparing small groups of objects. Representing, comparing and composition numbers to 5 (then 6, 7,8) Introducing zero Making pairs Combining 2 groups (addition) Length and height	Recognising and matching numeral 4 and 5. Comparing, size, height and length of two items. Recalling a sequence of events. Time (routines) Representing, comparing and composition numbers to 10 Bonds to 10 3D shape	Separating groups of objects in different ways. Recognising numerals 6-10 and matching correct quantity. Naming and describing 3D shapes. Directional language. Positional language. Comparing capacity of two items. Addition Subtraction Spatial reasoning Doubling Sharing and grouping Even and odd Prepositions	Directional language. Positional language. Comparing capacity of two items. Recap touch counting to 10. Building numbers beyond 10 Counting patterns beyond 10 Consolidation of previously taught skills ensuring in-depth understanding of numbers to 10
UNDERSTANDING THE WORLD	Occupations Me and my family Different types of homes How to care for animals Maps Feelings and emotions	Autumn changes and celebrations Halloween Bonfire Night Remembrance Day Christmas Sim/diff to how people celebrate Christmas Hanukkah	Chinese New Year Valentines Day Seasonal Changes Exploring melting and freezing	Pancake day Easter Mother's Day Seasonal Changes Seed planting and growing	Father's Day Seasonal Changes Learning about habitats and different parts of our world Types of dinosaurs	Seasonal Changes Floating and Sinking Maps and beebot Looking after our oceans
RE TOPICS (LOVE TO CEL.)	Special People	Special Times	Special World	Special Stories	Special Places	Where do we belong?

EXPRESSIVE ARTS AND DESIGN	Self portraits Family portraits Portraits of people that help in the community Houses – box modelling, painting, drawing	Exploring a variety of music from around the world Rangoli patterns Mehndi Christmas cards Trying out/ exploring toys from the past Making their own toys	Winter collages Exploring water – melting, freezing, colouring... Easter Cards Paintings of traditional tales Re-enacting familiar stories	Mother's day cards Making pancakes Observational drawings of plants/ flowers	Build a den for the dinosaur toys Father's day cards Dance – moving like the different animals	Pirate masks, patches and hats Staining maps Building pirate ships Under the sea collages
ASSESSMENT SHARING WITH PARENTS	Ongoing observation, practitioner knowledge from input and group work and discussions with parents/carers/other childcare providers will inform assessment. Every child's level of development will be assessed against the Early Years outcomes and then the early learning goals. Assessment will be shared with parents/carers through regular sharing of learning journeys, parent's/carer's evenings, key worker/teacher discussions and end of year reports.					
MODERATION OF ASSESSMENT	External moderation (NFER) of baseline assessments.	Internal moderation within EY team. Meet with EYFS driver group date TBC	Internal moderation across unit.	Meet with EYFS driver group date TBC	Internal and external moderation of assessments.	Internal moderation with Y1 teacher and KS1 leader. Meet with EYFS driver group date TBC Nursery moderation with Reception teacher.
TRANSITION	<i>(Prior to September – Parent Welcome meetings, meeting new teacher, transition week, stay and play sessions...)</i>	Early starters (Jan intake) to visit school.	N/A	N/A	Early starters (April intake) to visit school.	Welcome meetings for parents/carers. Reception to make regular visits into Year 1. New starters to visit. Whole school transition week.
PARENTAL ENGAGEMENT Parents/Carers will be invited into Foundation Stage regularly to share learning journeys, take part in a variety of planned activities linked to topics, read with their children and to celebrate children's work, amongst much more.	July – Transition Welcome meetings for parents. Parent Children come play sessions and parents look around the unit.	Building relationships on the gate. Autumn ASPIRE event Christmas concert	Reading bedtime event Bun and story session	Maths drop in event. Spring ASPIRE event	Parents meeting parents	EYFS sports morning Summer ASPIRE event
ACTION PLANNING	Enhanced provision planning each week, completed as a whole team. Targets/actions from EY team meetings, pupil progress meetings, drop ins and observations.					

**Autumn 1
Action Calendar**

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 05.09	TRAINING DAY	TRAINING DAY	Staff meeting EY staff to develop a progression of skills document.		
2 12.09			Staff meeting EY staff to develop a progression of skills document.	Leadership time to plan and prepare the training for session 1 and 2. (50 minutes)	
3 19.09			Staff meeting EY staff to develop a progression of skills document.	EY Training EY leader to train staff to refresh understanding around modelling language/ play Session 1	
4 26.09			To monitor a consistent approach from staff. Support/ model and speak to staff if and when needed.		
5 03.10					
6 10.10		PARENTAL ENGAGEMENT EYFS- Parent meetings	Progression of skills document EY leader to share with SLT and then staff.		

			PARENTAL ENGAGEMENT EYFS- Parent meetings		
7 17.10	To re- introduce achiever award. Raise profile of this and celebrate achievements.			Meet with TA/ HSC End of Autumn 1 (Once baselines are complete) identify INTERVENTION group focussed around boys Maths. From Autumn 2 EY leader and TA, HSC (Once baselines are complete) identify INTERVENTION groups for PSED/ target during free flow (set up end of Autumn 1 term) EY leader and staff to identify specific groups during baseline data. Ensure correct provision and support is in place for these children. Identify as part of interventions groups.	

Autumn 2 Action Calendar					
Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 31.10					
2 07.11				Monitoring? EY leader/ JP/ LY to Monitor effectiveness of provision/ staff modelling to promote Literacy skills. Talking about starting point, where children are now and next steps.	
3 14.11				PARENTAL ENGAEMENT EYFS- Reading drop in sessions for parents	
4 21.11					
5 28.11			Training EY LEADER provide training to develop Maths in all provision areas.		

			EY leader to train staff on Maths expectations in ranges 5/6 and ELG.		
6 05.12		PARENTAL ENGAGEMENT EYFS- Christmas concert TBC?	PARENTAL ENGAGEMENT EYFS- Christmas concert TBC?		
7 12.12					

SPRING 1 Action Calendar 2023					
Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 02.01	BANK HOLIDAY	TRAINING DAY			
2 09.01					
3 16.01	PARENTAL ENGAGEMENT EYFS- Reading event after school				
4 23.01					
5 30.01					
6 06.02				EYFS Data capture 1	