

Germander Park School – Foundation Long Term Plan

Autumn 1 – Ourselves	Subject skills to be taught in each subject	All Learning Skills but with a focus on...	Likely outcome (Event? Piece of work?)
<p>Personal, Social and Emotional Development</p>	<p style="text-align: center;">Making Relationships</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them • Keeps play going by responding to what others are saying or doing • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50) <p style="text-align: center;">Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help • Welcomes and values praise for what they have done <ul style="list-style-type: none"> • Enjoys responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people and more confident in new social situations • Confident to talk to other children when playing, and will communicate freely about own home and community <ul style="list-style-type: none"> • Shows confidence in asking adults for help. (30-50) <p style="text-align: center;">Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. (30-50) 	<p style="text-align: center;">Independence Skills</p> <p>Starting school, making friends and new friendship groups with peers, building friendships with new teachers</p> <p style="text-align: center;">Communication Skills</p> <p>Circle time, K4s, partner work, interventions</p> <p style="text-align: center;">Personal and Social Skills</p> <p>Adapting to new environment and boundaries, building friendships with peers</p> <p style="text-align: center;">Reflection and Evaluation Skills</p> <p>Circle time, class input sessions</p>	<p style="text-align: center;">Self portraits</p> <p>Hand printing</p> <p>String height poems</p> <p>Introduction to zones of regulation</p> <p>Classroom routines and rules</p> <p>Safety in our new environment</p> <p>Support children in making friends/new relationships</p>
<p>Physical Development</p>	<p style="text-align: center;">Moving and Handling</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet • Walks downstairs, two feet to each step while carrying a small object • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown • Can catch a large ball • Draws lines and circles using gross motor movements <ul style="list-style-type: none"> • Uses one-handed tools and equipment • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and uses it with good control <ul style="list-style-type: none"> • Can copy some letters (30-50) <p style="text-align: center;">Health and Self Care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play <ul style="list-style-type: none"> • Observes the effects of activity on their bodies • Understands that equipment and tools have to be used safely • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves <ul style="list-style-type: none"> • Can usually manage washing and drying hands • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom (30-50) 	<p style="text-align: center;">Independence Skills</p> <p>PE lessons, 1:1/group work</p> <p style="text-align: center;">Communication Skills</p> <p>Circle time, Write Dance, scribbling</p> <p style="text-align: center;">Personal and Social Skills</p> <p>Dressing and undressing</p> <p style="text-align: center;">Reflection and Evaluation Skills</p> <p>Dressing and undressing, using fine motor skills</p> <p style="text-align: center;">Creative Skills</p> <p>Scribbling and Write Dance</p>	<p>Keeping clean – hygiene posters/photos</p> <p>How to wash our hands effectively (Covid related rules)</p> <p>Personal hygiene/using the toilet independently</p> <p>PE lessons – getting changed independently, lining up and moving around school safely</p> <p>Fine Motor Skills – begin Write Dance and scribbling, name writing</p>

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Communication and Language	<p style="text-align: center;">Listening and Attention</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them <ul style="list-style-type: none"> Listens to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <ul style="list-style-type: none"> Focusing attention – still listen or do, but can shift own attention Is able to follow directions (if not intently focused on own choice of activity) (30-50) <p style="text-align: center;">Understanding</p> <ul style="list-style-type: none"> Understands use of objects Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture <ul style="list-style-type: none"> Responds to simple instructions, e.g. to get or put away an object <ul style="list-style-type: none"> Beginning to understand 'why' and 'how' questions. (30-50) <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts <ul style="list-style-type: none"> Can retell a simple past event in correct order Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences <ul style="list-style-type: none"> Questions why things happen and gives explanations. Asks e.g. who, what, when, how <ul style="list-style-type: none"> Uses a range of tenses (e.g. play, playing, will play, played) Uses intonation, rhythm and phrasing to make the meaning clear to others Uses vocabulary focused on objects and people that are of particular importance to them <ul style="list-style-type: none"> Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play (30-50) 	<p style="text-align: center;">Communication Skills</p> <p style="text-align: center;">Group work, circle time, K4s</p> <p style="text-align: center;">Personal and Social Skills</p> <p style="text-align: center;">Group work, Independent learning, circle time</p> <p style="text-align: center;">Collaboration Skills</p> <p style="text-align: center;">Turn taking games, group activities, PE group games</p> <p style="text-align: center;">Reflection and Evaluation Skills</p> <p style="text-align: center;">Circle time, Zones of Regulation</p> <p style="text-align: center;">Application and Risk Taking Skills</p> <p style="text-align: center;">Indoor and Outdoor play</p>	<p style="text-align: center;">Story maps</p> <p style="text-align: center;">Zones of Regulation</p> <p style="text-align: center;">Learn to speak with confidence during circle/carpet times</p> <p style="text-align: center;">Learn to listen and respond appropriately with relevant comments, questions or actions</p> <p style="text-align: center;">Use appropriate story language to re-enact/re-tell simple and familiar stories</p> <p style="text-align: center;">Learn new vocabulary relating to topics and develop own narratives connecting play and ideas</p> <p style="text-align: center;">Learn to answer 'how' and 'why' questions</p>
Understanding the world	<p style="text-align: center;">People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends <ul style="list-style-type: none"> Shows interest in different occupations and ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (30-50) <p style="text-align: center;">The World</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Can talk about some of the things they have observed such as plants, animals, natural and found objects <ul style="list-style-type: none"> Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment (30-50) <p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images <ul style="list-style-type: none"> Knows that information can be retrieved from computers (30-50) <ul style="list-style-type: none"> Completes a simple program on a computer Uses ICT hardware to interact with age-appropriate computer software (40-60) 	<p style="text-align: center;">Application and Risk Taking Skills</p> <p style="text-align: center;">Exploring through play, activities and games</p> <p style="text-align: center;">Reflection and Evaluation Skills</p> <p style="text-align: center;">Circle time</p> <p style="text-align: center;">Collaboration Skills</p> <p style="text-align: center;">K4s, class input sessions, learning walks around our school environment</p> <p style="text-align: center;">Enquiry and Investigation Skills</p> <p style="text-align: center;">Outdoor play and investigations</p>	<p style="text-align: center;">ICT - using a CD player</p> <p style="text-align: center;">Internet safety</p> <p style="text-align: center;">Introduction to new technological toys</p> <p style="text-align: center;">Autumn Walk</p> <p style="text-align: center;">Introduction to how we live and the similarities and differences in our lives</p> <p style="text-align: center;">Where we live, types of homes</p> <p style="text-align: center;">Likes and dislikes</p>

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Expressive Arts and Design	<p style="text-align: center;">Exploring and using Media and Materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games <ul style="list-style-type: none"> • Sings a few familiar songs • Beginning to move rhythmically • Imitates movement in response to music <ul style="list-style-type: none"> • Taps out simple repeated rhythms • Explores and learns how sounds can be changed • Explores colour and how colours can be changed <ul style="list-style-type: none"> • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things <ul style="list-style-type: none"> • Uses various construction materials <ul style="list-style-type: none"> • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces <ul style="list-style-type: none"> • Joins construction pieces together to build and balance • Realises tools can be used for a purpose (30-50) <p style="text-align: center;">Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression <ul style="list-style-type: none"> • Uses movement to express feelings • Creates movement in response to music • Sings to self and makes up simple songs <ul style="list-style-type: none"> • Makes up rhythms <ul style="list-style-type: none"> • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there <ul style="list-style-type: none"> • Engages in imaginative role-play based on own first-hand experiences • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' <ul style="list-style-type: none"> • Uses available resources to create props to support role-play • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (30-50) 	<p style="text-align: center;">Creative Skills</p> <p style="text-align: center;">Art activities, group work</p> <p style="text-align: center;">Collaboration Skills</p> <p style="text-align: center;">Sharing of resources and activities</p> <p style="text-align: center;">Personal and Social Skills</p> <p style="text-align: center;">Circle time, group work, K4s</p> <p style="text-align: center;">Inquiry and Investigation Skills</p> <p style="text-align: center;">Independent learning</p>	<p style="text-align: center;">Self portraits</p> <p style="text-align: center;">Music – finding a voice – singing new and familiar nursery rhymes</p> <p style="text-align: center;">Autumn colours poetry</p> <p style="text-align: center;">Exploring new activities and resources in FS classroom</p>
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