

## Germander Park School – Foundation Long Term Plan

Autumn 2 – Celebrations	Subject skills to be taught in each subject	All Learning Skills but with a focus on...	Likely outcome (Event? Piece of work?)
<b>Personal, Social and Emotional Development</b>	<p style="text-align: center;">Making Relationships</p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas               <ul style="list-style-type: none"> <li>• Initiates play, offering cues to peers to join them</li> <li>• Keeps play going by responding to what others are saying or doing</li> </ul> </li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50)               <ul style="list-style-type: none"> <li>• Initiates conversations, attends to &amp; takes account of what others say</li> </ul> </li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others               <ul style="list-style-type: none"> <li>• Takes steps to resolve conflicts with other children (40-60)</li> </ul> </li> </ul> <p style="text-align: center;">Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help</li> <li>• Welcomes and values praise for what they have done               <ul style="list-style-type: none"> <li>• Enjoys responsibility of carrying out small tasks</li> </ul> </li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community               <ul style="list-style-type: none"> <li>• Shows confidence in asking adults for help. (30-50)</li> </ul> </li> <li>• Confident to speak to others about own needs, wants, interests and opinions               <ul style="list-style-type: none"> <li>• Can describe self in positive terms and talk about abilities (40-60)</li> </ul> </li> </ul> <p style="text-align: center;">Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine. (30-50)               <ul style="list-style-type: none"> <li>• Understands that own actions affect other people                   <ul style="list-style-type: none"> <li>• Aware of the boundaries set, and of behavioural expectations in the setting</li> </ul> </li> </ul> </li> <li>• Beginning to be able to negotiate and solve problems without aggression (40-60)</li> </ul>	<p style="text-align: center;">Personal and Social Skills</p> <p style="text-align: center;">Communication Skills</p> <p style="text-align: center;">Reflection and Evaluation Skills</p>	<p style="text-align: center;">Zones of regulation</p> <p>Classroom routines and rules- using consistently and understanding consequences</p> <p>Safety in our school environment</p> <p>Support children in continuing to making friends/build new relationships</p> <p>How to deal with our feelings and emotions</p> <p>Playing corporately/turn taking</p> <p>Circle time</p>

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<b>Physical Development</b>	<p style="text-align: center;"><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>• Mounts stairs, steps or climbing equipment using alternate feet</li> <li>• Walks downstairs, two feet to each step while carrying a small object</li> </ul> </li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles             <ul style="list-style-type: none"> <li>• Can stand momentarily on one foot when shown</li> <li>• Can catch a large ball</li> </ul> </li> <li>• Draws lines and circles using gross motor movements             <ul style="list-style-type: none"> <li>• Uses one-handed tools and equipment</li> </ul> </li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control             <ul style="list-style-type: none"> <li>• Can copy some letters (30-50)                 <ul style="list-style-type: none"> <li>• Experiments with different ways of moving</li> <li>• Jumps off an object and lands appropriately</li> </ul> </li> </ul> </li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment             <ul style="list-style-type: none"> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it                 <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> </ul> </li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control                 <ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters</li> </ul> </li> </ul> </li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (40-60)</li> </ul> <p style="text-align: center;"><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play             <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies</li> </ul> </li> <li>• Understands that equipment and tools have to be used safely</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves             <ul style="list-style-type: none"> <li>• Can usually manage washing and drying hands</li> </ul> </li> <li>• 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)             <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food                 <ul style="list-style-type: none"> <li>• Usually dry and clean during the day</li> </ul> </li> </ul> </li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks             <ul style="list-style-type: none"> <li>• Shows understanding of how to transport and store equipment safely</li> <li>• Practices some appropriate safety measures without direct supervision (40-60)</li> </ul> </li> </ul>	<p><b>Independence Skills</b></p> <p><b>Application and Risk Taking Skills</b></p> <p><b>Personal and Social Skills</b></p>	<p><b>Keeping clean – hygiene posters/photos</b></p> <p><b>How to wash our hands effectively (Covid related rules)</b></p> <p><b>Personal hygiene/using the toilet independently</b></p> <p><b>PE lessons – Dance/Christmas performance</b></p> <p><b>Fine Motor Skills – continue Write Dance and scribbling, name writing</b></p> <p><b>Outdoor play – bikes and sports equipment</b></p> <p><b>Food tasting</b></p>
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<b>Communication and Language</b>	<p style="text-align: center;">Listening and Attention</p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them             <ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall</li> </ul> </li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories             <ul style="list-style-type: none"> <li>• Focusing attention – still listen or do, but can shift own attention</li> </ul> </li> <li>• Is able to follow directions (if not intently focused on own choice of activity) (30-50)             <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity                 <ul style="list-style-type: none"> <li>• Two-channelled attention – can listen and do for short span (40-60)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;">Understanding</p> <ul style="list-style-type: none"> <li>• Understands use of objects</li> <li>• 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"> <li>• Responds to simple instructions, e.g. to get or put away an object                 <ul style="list-style-type: none"> <li>• Beginning to understand 'why' and 'how' questions. (30-50)</li> </ul> </li> </ul> </li> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.             <ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props</li> </ul> </li> <li>• Listens and responds to ideas expressed by others in conversation or discussion (40-60)</li> </ul> <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts             <ul style="list-style-type: none"> <li>• Can retell a simple past event in correct order</li> </ul> </li> <li>• 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"> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how                 <ul style="list-style-type: none"> <li>• Uses a range of tenses (e.g. play, playing, will play, played)</li> </ul> </li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> </ul> </li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them             <ul style="list-style-type: none"> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play (30-50)</li> </ul> </li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words             <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations                 <ul style="list-style-type: none"> <li>• Links statements and sticks to a main theme or intention</li> </ul> </li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events                 <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play. (40-60)</li> </ul> </li> </ul> </li> </ul>	<p>Communication Skills</p> <p>Application and Risk Taking Skills</p> <p>Personal and Social Skills</p> <p>Creative Skills</p>	<p>Story maps</p> <p>Zones of Regulation</p> <p>Learn to speak with confidence during circle/carpet times</p> <p>Learn to listen and respond appropriately with relevant comments, questions or actions</p> <p>Use appropriate story language to re-enact/re-tell simple and familiar stories</p> <p>Learn new vocabulary relating to topics and develop own narratives connecting play and ideas</p> <p>Learn to answer 'how' and 'why' questions</p> <p>School Performance</p>
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<b>Understanding the world</b>	<p style="text-align: center;">People and Communities</p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends             <ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life</li> </ul> </li> <li>• 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)             <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines (40-60)</li> </ul> </li> </ul> <p style="text-align: center;">The World</p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects             <ul style="list-style-type: none"> <li>• Talks about why things happen and how things work</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment (30-50)</li> <li>• Looks closely at similarities, differences, patterns and change (40-60)</li> </ul> </li> </ul> <p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment</li> <li>• 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"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>• Knows that information can be retrieved from computers (30-50)                 <ul style="list-style-type: none"> <li>• Completes a simple program on a computer</li> </ul> </li> </ul> </li> <li>• Uses ICT hardware to interact with age-appropriate computer software (40-60)</li> </ul>	<p>Collaboration Skills</p> <p>Reflection and Evaluation Skills</p> <p>Enquiry and Investigation Skills</p>	<p>Make Diva lamps</p> <p>Rangoli patterns</p> <p>Henna hand patterns</p> <p>Autumn walk</p> <p>Autumn artwork and leaf art</p> <p>Harvest</p> <p>Parties- birthdays</p> <p>Chinese New Year</p> <p>Eid, Diwali, Christmas</p> <p>School Performance</p> <p>Internet Safety</p> <p>Beebots</p>
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<b>Expressive Arts and Design</b>	<p style="text-align: center;">Exploring and using Media and Materials</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games               <ul style="list-style-type: none"> <li>• Sings a few familiar songs</li> <li>• Beginning to move rhythmically</li> </ul> </li> <li>• Imitates movement in response to music               <ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms</li> </ul> </li> <li>• Explores and learns how sounds can be changed</li> <li>• Explores colour and how colours can be changed</li> </ul> <p>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things               <ul style="list-style-type: none"> <li>• Uses various construction materials</li> </ul> </li> </ul> <p>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <ul style="list-style-type: none"> <li>• Joins construction pieces together to build and balance</li> <li>• Realises tools can be used for a purpose (30-50)</li> <li>• Begins to build a repertoire of songs and dances               <ul style="list-style-type: none"> <li>• Explores the different sounds of instruments</li> <li>• Explores what happens when they mix colours</li> <li>• Experiments to create different textures</li> </ul> </li> </ul> <p>• Understands that different media can be combined to create new effects</p> <ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect</li> <li>• Constructs with a purpose in mind, using a variety of resources</li> <li>• Uses simple tools and techniques competently and appropriately</li> <li>• Selects appropriate resources and adapts work where necessary</li> </ul> <p>• Selects tools and techniques needed to shape, assemble and join materials they are using (40-60)</p> <p style="text-align: center;"><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression               <ul style="list-style-type: none"> <li>• Uses movement to express feelings</li> <li>• Creates movement in response to music</li> <li>• Sings to self and makes up simple songs                   <ul style="list-style-type: none"> <li>• Makes up rhythms</li> </ul> </li> </ul> </li> </ul> <p>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p> <ul style="list-style-type: none"> <li>• Engages in imaginative role-play based on own first-hand experiences</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'               <ul style="list-style-type: none"> <li>• Uses available resources to create props to support role-play</li> </ul> </li> </ul> <p>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (30-50)</p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects</li> </ul> <p>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <ul style="list-style-type: none"> <li>• Chooses particular colours to use for a purpose</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays alongside other children who are engaged in the same theme</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative (40-60)</li> </ul>	<p>Independence Skills</p> <p>Enquiry &amp; Investigation Skills</p> <p>Collaboration Skills</p> <p>Creative Skills</p>	<p>Firework pictures</p> <p>Making Diva lamps</p> <p>Christmas performance – Dance</p> <p>Music –Christmas performance songs</p> <p>Dragon dancing</p> <p>Food tasting – different celebrations</p>
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