

Germander Park School – Foundation Long Term Plan

Spring 2 – Fantasy Lands	Subject skills to be taught in each subject	All Learning Skills but with a focus on...	Likely outcome (Event? Piece of work?)
Personal, Social and Emotional Development	<p style="text-align: center;">Making Relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to & takes account of what others say • Explains own knowledge and understanding, and asks appropriate questions of others • Takes steps to resolve conflicts with other children <p style="text-align: center;">(40-60)</p> <p style="text-align: center; color: #c00000;">Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)</p> <p style="text-align: center;">Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions • Can describe self in positive terms and talk about abilities (40-60) <p style="text-align: center; color: #c00000;">Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (ELG)</p> <p style="text-align: center;">Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Understands that own actions affect other people • Aware of the boundaries set, and of behavioural expectations in the setting • Beginning to be able to negotiate and solve problems without aggression (40-60) <p style="text-align: center; color: #c00000;">Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</p>	<p style="text-align: center;">Independence Skills</p> <p style="text-align: center;">Collaboration Skills</p> <p style="text-align: center;">Application & Risk Taking Skills</p>	<p>Zones of regulation</p> <p>Transporters DVD</p> <p>Talk/show our behaviours and understand others</p> <p>Understanding consequences</p> <p>Circle time</p> <p>K4s</p> <p>Shakespeare Fortnight</p>
Physical Development	<p style="text-align: center;">Moving and Handling</p> <ul style="list-style-type: none"> • Experiments with different ways of moving • Jumps off an object and lands appropriately <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control <ul style="list-style-type: none"> • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters <ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (40-60) <p style="text-align: center; color: #c00000;">Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing (ELG)</p> <p style="text-align: center;">Health and Self Care</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food <ul style="list-style-type: none"> • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks <ul style="list-style-type: none"> • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision (40-60) <p style="text-align: center; color: #c00000;">Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG)</p>	<p style="text-align: center;">Personal & Social Skills</p> <p style="text-align: center;">Enquiry & Investigation Skills</p> <p style="text-align: center;">Reflection & Evaluation Skills</p>	<p>PE- gymnastics</p> <p>Fine Motor Skills – begin Penpals, scribbling, name writing, letter formation, A-Z</p> <p>Safety at school</p> <p>Safety when out and about</p> <p>Range of outdoor materials to increase control when throwing, catching etc.</p>

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Communication and Language	<p style="text-align: center;">Listening and Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity Two-channelled attention – can listen and do for short span (40-60) <p style="text-align: center;">Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion (40-60) <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play. (40-60) 	<p>Communication Skills</p> <p>Personal & Social Skills</p> <p>Application & Risk Taking Skills</p>	<p>Story maps/roads of familiar stories</p> <p>Zones of Regulation</p> <p>Shakespeare fortnight</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>
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 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) Enjoys joining in with family customs and routines (40-60) <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 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) Looks closely at similarities, differences, patterns and change (40-60) <p style="text-align: center;">Technology</p> <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>Enquiry & Investigation Skills</p> <p>Reflection & Evaluation Skills</p> <p>Application & Risk Taking Skills</p>	<p>Spring walk – school grounds/Conniburrow</p> <p>ICT – Introduction to laptops – how to log on</p> <p>Internet Safety</p> <p>Shakespeare Fortnight</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"> • Begins to build a repertoire of songs and dances <ul style="list-style-type: none"> • Explores the different sounds of instruments • Explores what happens when they mix colours <ul style="list-style-type: none"> • Experiments to create different textures <p>• Understands that different media can be combined to create new effects <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect <ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources • Uses simple tools and techniques competently and appropriately • Selects appropriate resources and adapts work where necessary </p> <p>• Selects tools and techniques needed to shape, assemble and join materials they are using (40-60)</p> <p style="color: #a52a2a;">Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p style="text-align: center;">Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects <p>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences <ul style="list-style-type: none"> • Chooses particular colours to use for a purpose • Introduces a storyline or narrative into their play </p> <p>• Plays alongside other children who are engaged in the same theme</p> <p>• Plays cooperatively as part of a group to develop and act out a narrative (40-60)</p> <p style="color: #a52a2a;">Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (ELG)</p>	<p>Personal & Social Skills</p> <p>Collaboration Skills</p> <p>Creative Skills</p>	<p>Role Play- retelling new stories and creating own narratives</p> <p>Mother's day cards</p> <p>Music – exploring instruments</p> <p>Class assembly</p> <p>Map making</p> <p>Ship building</p> <p>Shakespeare Fortnight</p>
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