

**Greasby Infant School - Long Term Plan**  
**Foundation 1 2024-2025**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Themes</b>	<b>Nursery Rhymes And Traditional Tales</b>	<b>Stars and Space Christmas +</b>	<b>All around the World</b>	<b>Growing</b>	<b>Mini-beasts and life cycles</b>	<b>Seaside</b>
<b>Book</b>						
<b>Literacy C&amp;L</b>	Traditional Tales  Verbally sequencing a rhyme / story	Finding Story  Role playing stories	A Losing Story  Science experiments Non fiction - Chinese menus	Healthy Eating  Instruction Writing - ordering stories using images	CVC words  Animal Information	Narrative -  Early writing/making cvc words
<b>Phonics  Read Write Inc.</b>	Letters & Sounds Phase 1 Aspects 1, 2, 4  Modelling 7	Letters & Sound s Phase 1 Aspects 3, 4, 6  Aspect 7	Read single letter Set 1 sounds	Read single letter Set 1 sounds	Begin to orally blend cvc sounds	Start to make and write some cvc words
	<b>PRIME AREAS</b>					
<b>Communication and Language</b>	Know many rhymes and discuss familiar books and longer stories		Enjoy listening to longer stories and recall details		Sing a large repertoire of songs	

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	Try to pay attention regardless of background noises. Use talk to organise play	Use a wider range of vocabulary Begin to identify main parts of stories in order (Beg. Middle , end) Use talk to organise play	Begin to use / practice multi-syllabic words such as hippopotamus and planetarium and pterodactyl Use longer sentences of 4 + words Be able to express a point of view and debate when they disagree with others.
<b>C and L ongoing</b>	<ul style="list-style-type: none"> <li>• Understand questions and instructions that have two parts</li> <li>• Understand why and how questions Develop communication - especially tenses and irregular plurals</li> <li>• Can start a conversation with adult or friend and continue the conversation taking turns</li> </ul>		
<b>Personal, Social and Emotional Development</b>	Select and use activities and resources (with help when needed) Achieve suggested and self chosen goals Develop their sense of responsibility and community	Become more outgoing Show more confidence in new situations and experiences Increase ability to follow rules and show understanding of why they are important	Increase independence - especially when regulating own behaviour Develop appropriate ways of being assertive Talk with others to solve conflicts
<b>PSED Ongoing</b>	<ul style="list-style-type: none"> <li>• Play with 1 or more other children - extending and elaborating play ideas</li> <li>• Help to find solutions to conflicts</li> <li>• Talk about their feelings and begin to understand how others are feeling</li> </ul>		
<b>Physical Development</b>	Increase independence with self care, including toileting, coats and dressing Increase ability to meet own self care needs (say when hungry, thirsty need bathroom - go to wash hands etc) Make healthy choices	Move in a variety of different ways and hold a pose for a length of time (musical statues / PE etc) Start taking part in physical group activities in PE lessons and ones they make up themselves Match their skills to tasks/activities in the setting	Increase ability to use and remember sequences in dances and rhymes Collaborate with others to manage large items (such as moving a large plank/hollow blocks etc) Show preference for dominant hand

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		Choose correct resources to carry out their own plans/games i.e use a spade to make a large hole Use a comfortable pen grip and develop good control	
<b>PD Ongoing</b>	<ul style="list-style-type: none"> <li>• Continue to develop their movements (balancing, scooters, trikes etc ) <ul style="list-style-type: none"> <li>• Go up steps and stairs using alternative feet</li> </ul> </li> <li>• Use large muscle movements to wave streamers and mark make on easels etc <ul style="list-style-type: none"> <li>• Use one handed tools (e.g strips with scissors)</li> </ul> </li> </ul>		
	<b>SPECIFIC AREAS</b>		
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Understand the 5 key concepts about print <ul style="list-style-type: none"> <li>- it has meaning</li> <li>- the names of the different parts of the book</li> <li>- print can have different purpose</li> <li>- page sequencing</li> <li>- English texts read left to right and top to bottom</li> </ul> </li> <li>• Begin emergent mark making / writing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop phonological awareness so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• Count and clap syllables</li> <li>• Recognise words with same initial sound</li> <li>• Begin to look at formation of letters (beginning with air writing RWI phonemes )</li> </ul> </li> <li>• Use some of the print and letter know ledge in early mark making e.g writing a pretend shopping list</li> </ul>	<ul style="list-style-type: none"> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> </ul>

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<b>Lit Ongoing</b>	<ul style="list-style-type: none"> <li>• Engage in extending conversations about stories               <ul style="list-style-type: none"> <li>• Learning new vocabulary</li> </ul> </li> </ul>		
<b>Maths Number</b>	<p>Show finger numbers up to 5 (through songs) Compare quantities Recite numbers up to 5 Subitising up to 3 objects Say one number for each object up to 5</p>	<p>Link numerals and amounts Link numerals and amounts up to 5 Experiment with mark making for numbers Recite numbers past 5</p>	<p>Know the cardinal principle Begin to form numbers Continue to count using 1:1 principle</p>
<b>Numerical S S M plus patterns</b>	<p>Talk about patterns around them Make comparisons relating to size, length, weight and capacity Recognise basic 2d and 3d shape names</p>	<p>Use mathematical language when describing 2d and 3d shapes (sides, corners, etc) Select appropriate shapes for purpose Understand and use positional language (no pointing)</p>	<p>Notice repeating patterns and correct any errors Begin to sequence events using first, next etc Discuss familiar routes Discuss routes and locations using prepositions</p>
<b>Maths ongoing</b>	<ul style="list-style-type: none"> <li>• Say one number for each item in order               <ul style="list-style-type: none"> <li>• Solve real world maths problems                   <ul style="list-style-type: none"> <li>• Develop ability to subitise</li> </ul> </li> <li>• Extend and create ABAB patterns</li> </ul> </li> <li>• Combine shapes to make new ones i.e an arch, a bigger triangle</li> </ul>		
<b>Understanding The World</b>	<p>Talk about themselves and members of their immediate family. Begin to make sense of their own life story Use all their senses in hands on exploration of natural materials</p>	<p>Explore collections of different materials with similar / different properties Plant seeds and care for growing plants (life cycles)</p>	<p>Talk about what they see using a wide vocabulary Explore how things work Understand the key features of the life cycle of a plant and animal Show interest in different occupations</p>

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		<p>Explore and talk about different forces they can feel</p> <p>Talk about the differences between materials and changes they notice</p>	
	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things             <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people</li> </ul> </li> <li>• Know that there are different countries in the world and talk about differences they have seen in photos or experienced.</li> </ul>		
<b>EA&amp;D</b>	<p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Explore colour and colour mixing</p>	<p>Begin to develop complex stories using small world resources</p> <p>Explore different materials freely in order to develop own ideas about how to use them and what to make</p> <p>Use drawing to represent ideas (like movements or loud noises)</p> <p>Listen with increased attention to sounds</p> <p>Respond to what they have heard expressing thoughts and feelings</p> <p>Play instruments with increasing control to express feelings and ideas</p>	<p>Make complex imaginative small worlds with blocks and construction kits (such as a city with different buildings)</p> <p>Develop own ideas and then decide which materials to use to express them</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person</p> <p>Sing the melodic shape (moving melody such as up and down) of familiar songs</p>

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<b>EAD ongoing</b>	<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail</li> <li>• Take part in a simple pretend play using an object to represent something else (even though they are not similar )             <ul style="list-style-type: none"> <li>• Show different emotions in their paintings and drawings (like happy / sad)                 <ul style="list-style-type: none"> <li>• Create their own songs or improvise around one they already know</li> </ul> </li> </ul> </li> </ul>					
<b>Cultural Capital</b>	MacMillan Harvest	Christmas Party	Chinese new year	Growing flowers	Sports week	Graduation