



**FOUNDATION STAGE LONG TERM FRAMEWORK – 2016-17**

EYFS/Y1	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TERMLY/ HALF ORGANISATION	All about me Ourselves (7 weeks) Toys (7 weeks)		Travel Antarctic (5 ½ weeks) Africa (6 weeks)		Our World Minibeasts (6 weeks) Seaside (6 weeks)	
<b>COMMUNICATION AND LANGUAGE/ LITERACY</b>	Use language to imagine and recreate experiences/listen and follow a story/extend vocabulary/follow simple instructions  Term 1: Labels, lists and captions (ourselves, our families) Instructions (daily routines – looking after ourselves) Stories with repetitive patterns or structures (The Gruffalo) Poetry – poems for learning by heart (senses) Non-fiction: lists (favourite food)  Term 2: Stories with familiar settings – linked to toys (Toy story, Dogger, This is the bear and the scary night, Harry and the Dinosaurs) Explanations – how to play a game Letters (to Santa)		Maintain attention during activity/ listen to ideas expressed by others/ introduce a storyline into their play/understand humour/respond to stories and others  Term 1: Stories on a theme – Lost and Found Recount (a journey to the Antarctic and school trip) Non-fiction texts: Antarctic (animals)  Term 2: Stories from other cultures (Handa’s Surprise, Elmer, Where the wild things are) Letters (to an African child) Poems on a theme - Africa		Listen attentively/ follow instructions/ answer ‘how’ and ‘why’ questions/ show awareness of listener/use tenses correctly/ develop own narratives  Term 1: Non-chronological reports (minibeasts) Persuasive letter Stories about minibeasts (Aaaargh, spider, The very hungry caterpillar)  Term 2: Information texts – Seaside animals Stories by the same author (The Lighthouse Keeper, Julia Donaldson) Classic poetry (The Owl and the Pussycat) Recount (visit to sea-life centre)	
<b>SPAG (Y1)</b>	<b>Year 1 Curriculum *Key terminology use throughout so children are secure in understanding of word classes etc.</b>					
	<u>Punctuation</u> Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and	<u>Word Work</u> Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i> ), including the effects of these suffixes on the	<u>Sentence Structure</u> How words can combine to make sentences  How <i>and</i> can join words and join	<u>Text Structure</u> Sequencing sentences to form short narratives	<u>Word Work</u> Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping</i> ),	<u>Sentence Structure</u> Recap and Revision

	exclamation marks to demarcate sentences.  Capital letters for names and for the personal pronoun	meaning of the noun.	sentences		<i>helped, helper).</i>  How the prefix <i>un-</i> changes the meaning of verbs and adjectives	
<b>Guided Reading (Y1)</b>	<b>Word Reading</b>					
	<p>1. Apply phonic knowledge and skills as the route to decode words.</p> <p>2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>5. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>6. Read other words of more than one syllable that contain taught GPCs.</p> <p>7. Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</p> <p>8. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>9. Re-read these books to build up their fluency and confidence in word reading.</p>					
	<b>Comprehension</b>					
	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>					
	<i>Being encouraged to link what they read or hear read to their own experiences.</i>	<i>Recognising and joining in with predictable phrases.</i>  <i>Discussing the significance of the title and events.</i>	<i>Learning to appreciate rhymes and poems, and to recite some by heart.</i>  <i>Making inferences on the basis of what is being said and done.</i>	<i>Predicting what might happen on the basis of what has been read so far.</i>	<i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i>	<p>Explain clearly their understanding of what is read to them.</p> <p><i>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</i></p>
<b>MATHS (EYFS)</b>	Baseline assessments (3 weeks) Numbers: counting and recognition (3 weeks) Shape, space and measures: 2D shape (2 weeks)		Numbers: counting and recognition (3 weeks) Shape, space and measures: size, weight and capacity (3 weeks) Numbers: addition and subtraction (3		Numbers: counting and recognition (2 weeks) Numbers: addition and subtraction (2 weeks) Numbers: doubling, halving and sharing	

<b>(Y1)</b>	Shape, space and measures: money (1 week) Numbers: addition and subtraction (3 weeks)  Number and place value (3 weeks) Addition and subtraction (3 weeks) 2D and 3D shape (1 week) Number and place value (2 weeks) Addition and subtraction (3 weeks)	weeks) Shape, space and measures: 2D shape (2 weeks) Shape, space and measures: time (1 week) Time (2 weeks)  Place value (2 weeks) Addition and subtraction (1 week) Measures: length and height (1 week) Multiplication and division (2 weeks) Fractions (2 weeks)	(3 weeks) Shape, space and measures: position and distance (3 weeks)  Number and place value (3 weeks) Number: four operations (3 weeks) Measurement: money (2 weeks) Measurement: weight and volume (2 weeks)
<b>UNDERSTANDING THE WORLD SCIENCE</b>	<b>Humans</b> Parts of the body, human growth and senses <i>(labels and captions – parts of the body)</i>  Compare how different things move (toys)	<b>Seasons</b> Changes across the seasons and weather, day length  <b>Animals</b> Types of animals, carnivores, herbivores and omnivores.	<b>Habitats</b> Types of minibeasts, adaptations, and sources *Explanation of the lifecycle of a butterfly  Simple food chains –in the sea
<b>COMPUTING</b>	We can count We are games players	We have confidence We are successful We can listen We can understand messages	We can observe We can blog We can email We can record soundtracks
<b>GEOGRAPHY</b>	Where do we live? (UK countries and capitals) What do we like about the village?	Passport to the World (Hot and cold countries, continents, seasons and weather)	Going to the Seaside (UK seas and the 5 oceans)
<b>HISTORY</b>	How have we changed?  How are toys different from the past?	Scott of the Antarctic <i>(recount of his journey)</i>  Journeys then and now	What were seaside holidays like in the past?
<b>RE</b>	Celebrations for Christians  (RE-themed day – Christmas)	Belonging to a Christian and Jewish Community  (RE-themed day – Jewish celebration)	Talking about God  (RE-themed day – Christian worship)
<b>EXPRESSIVE ARTS AND DESIGN MUSIC</b>	Exploring sounds  Singing/playing	Exploring instruments  Tempo, dynamics, duration and timbre	Pitch, structure and composition

<b>ART</b>	Self Portraits (different materials – pencil, paint, collage)	African Art (colour mixing with paint) Animal collage	Collages Fish and sea pictures Treasure maps
<b>PHYSICAL DEVELOPMENT DT</b>	Puppets Christmas decorations <i>(Instructions to make a puppet.)</i>	Moving Pictures Transport models	Minibeast Homes Under the sea diorama
<b>PE</b>	Multi-skills Gymnastics Dance	Jumping Throwing Dance	Athletics Games Sending and receiving
<b>PSHE SEAL</b>	Health and Wellbeing  New Beginnings/ Getting on and falling out/Bullying  Listen to each other; play in a group; confident to try new activities; aware of the boundaries of the setting	Relationships  Going for Goals It's good to be me  Explain own knowledge and understanding; confident to speak in a familiar group; talk about their feelings and behaviour	Living in the Wider World  Relationships Changes  Resolve conflicts; take accounts of others' ideas; confident to choose own resources; able to negotiate and solve problems
<b>SRE</b>	To understand what friendship is To recognise their body's capabilities and uniqueness	To recognise most children can make choices To know the importance of valuing oneself	To know there are different types of family and all families are special
<b>CLASSROOM AREAS</b>	Kitchen  Toy shop	Travel agents/ tourist info  Airport/Hotel	Bug Explorer/Minibeast lab  Aquarium/Seaside shop
<b>VISITS/VISITORS</b>	Visit from Police officer  Visit to see old toys (Lincolnshire Life Museum)	Visit some penguins! (Yorkshire wildlife park)  African drum workshop	Minibeast workshop (Zoolab)  Trip to seaside/ the deep