Foundation 1 - Long Term Curriculum Plan - DSH 2024-25

This plan details ideas for enhancements and provocations to support children's learning in Foundation. This may change due to planning being based on children's interests and fascinations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal themes	Autumn Harvest festival	Diwali (31st October) Bonfire Night Remembrance Day Christmas	Winter Chinese New Year (29th Jan) Valentine's day	Spring Pancake Day Eid Easter World Book day	St Georges day	Summer Eid
Experiences	Settling in Autumn walk	Diwali party Trip to theatre Christmas nativity - parent hot chocolate	Chinese New Year day Story café Start growing potatoes (GYOP)	Pancake making World Book Day Mother's Day tea party Easter egg hunt Frogs Spawn?	Visit from people who help us (police, nurse, fire brigade etc) Story café Eggs to hatch	Butterflies Trip to the Farm Eid party - June? Father's day craft day? Sports Day
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Possible texts and stories (brilliant books)	Wow Said the Owl My Mum and Dad Make Me Laugh Brown Bear Brown Bear The Three Little Pigs	The Mitten Little Rabbit Foo Foo Goldilocks and the Three Bears Oh No Shark in the Snow	One Snowy Night Handa's Surprise Little Red Riding Hood	Mr Wolfs Pancakes Jaspers Beanstalk Jack and the Beanstalk	The Very Hungry Caterpillar Peace At Last The Gingerbread Man The Very Busy Spider Who is in the Egg?	Rosie's Walk We're Going on a Bear Hunt The Little Red Hen The Three Billy Goats Gruff Shark in the Park Max the Champion

Poetry Basket Rhymes	Owl Falling Apples A Basket of Apples Pointy Hat	Let's put on our mittens I Can Build a Snowman Leaves Are Falling Rabbit	Icicles Things I can do Carrot Nose Popcorn	Pancakes A Little Seed Five Little Peas Leaves are green	Caterpillar I Have a Little Frog Pitter Patter	The Fox Sliced Bread A Little Shell If I Were So Very Small Under a Stone
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Self-regulation Managing self Building relationships	Exploring new toys and the environment Playing alongside others Join in activities of interest	Respond to wishes and feelings of others	Express own feelings such as happy/sad/cross/scared/ worried Start to engage with pretend play Start to talk to other children when playing Select and use resources with support	Develop sense of responsibility and sense of community Begin to form special friendships Seek out others to share experiences Extend and elaborate play ideas	Aware of own feelings Adapt behaviour to different situations Communicate freely about home and community	Welcome and value praise Select and use activities and resources Play in a group and extend and asapt ideas Initiate play
Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					

Gross motor	Running Spatial awareness	Balancing (Cosmic Yoga)	Balancing (Cosmic Yoga) Large movements to make marks	Dance - matching movements to music Large movements to make marks	Throwing and Catching (balls, beanbags etc)	Different ways of moving Sports Day
	CONTINUOUS PROVISION: Cooperation games i.e. parachute games. Climbing - outdoor equipment and crates play. Range of wheeled resources for children to balance, sit or ride on, pull and push - bikes and scooters, wheelbarrows, prams and carts. Brushes and brooms for pushing. Paintbrushes for large painting. Ribbons to develop movement. Bats and balls					
Fine motor	Mon- Scarf dancing Tues- Yoga Weds- Threading Thurs/Fri- Write Dance Dough Disco	Mon- Yoga Tues- Dough Disco Weds- Cubes Thurs/Fri Write Dance	Mon- Scarf dancing Tues- Tweezers/pegs Weds- Cubes Thurs/Fri- Write Dance	Mon- Yoga Tues- Dough disco Weds- Threading Thurs/Fri- Write Dance	Mon-Scarf dancing Tues-Tweezers Weds- Dough Disco Thurs-Cutting Fri-Name writing	Mon-Yoga Tues- Unifix cubes Weds- Cutting Thurs-Threading Fri- Name writing
Literacy	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words **(decoding)** and the **speedy recognition of familiar printed words**. Writing involves **transcription (spelling and handwriting)** and composition (articulating ideas and structuring them in speech, before writing).					
Phonics	Foundations for phonics Rhyme time	Foundations for phonics Tuning into sounds s a t p i n m	Foundations for phonics Tuning into sounds d g o c k e	Foundations for phonics Tuning into sounds u r h b f l	Foundations for phonics Tuning into sounds j v w y z qu ch	Foundations for phonics Tuning into sounds ck x sh th ng nk

Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. By providing frequent and varied Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Maths	Colours Matching Sorting	Number 1 Number 2 Pattern	Numbers 3,4,5	Number 6 Height and length Mass Capacity	Sequencing Positional language More than/fewer than Shape - 2D and 3D	Revisit and consolidate numbers 1-5
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
The Natural World	Leaf printing Recycling	Seasons - Autumn to winter.	Season - Winter	Season - Spring Growing Observational drawings of plants	Observations of eggs Minibeasts Life cycles - caterpillar	Season - Summer Plants and tress we see Introducing maps
People, culture and communities	Talk about their family Respecting everyone and their religions	Christmas around the world	EID celebrations Chinese New Year celebrations	People around the world	People who help us	Different types of families Weddings - veils, saris, sequins
Language of The Term	Unit 1 A new start **Urdu**	Unit 2 The Calendar and Celebrations **Urdu**	Unit 1 A new start **Romanian**	Unit 2 The Calendar and Celebrations **Romanian**	Unit 1 A new start **Sign Language**	Unit 2 The Calendar and Celebrations **Sign Language**
Past and Present	Discussions about nursery and now			Easter Growing	St Georges Day	Us then and now - how we have changed in nursery
Expressive Art and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					

Creating with materials Being imaginative and expressive	Self portraits Colour mixing Singing nursery rhymes	Using tools for Fireworks - salad spinner, printing etc Singing nursery rhymes	Self portraits	Observational drawings of plants	Self portraits	Matching movements to music