


|  |  | FS1 Long term plan for guided learning and direct teaching   |  |   |  |   |
|---|--|--|--|---|--|---|
|   | Communication and Language   | Physical Development   | Literacy   | Mathematics   | Understanding the World  | Expressive Arts and design  |
| Autumn 1  | To talk about and share activities around core books:<br><br>Build repertoire of songs or rhymes:<br><br>Vocabulary extension:                             | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  | Understand print has meaning<br><br>Count or clap syllables in a word  | Fast recognition of up to 3 objects<br><br>Recite numbers past 5<br><br>Understand position through words alone.  | Begin to make sense of their own life story and family's history<br><br>Show interest in different occupations   | Create closed shapes and continuous lines to represent objects<br><br>Draw with increasing complexity and detail. |
| Autumn 2  | To talk about and share activities around core books:<br><br>Build repertoire of songs or rhymes:<br><br>Vocabulary extension:                             | Use large muscle movements to wave flags and streamers and make marks  | Understand print can have different purposes<br><br>Spot and suggest rhymes  | Say one number for each item in order 1-5<br><br>Know that the last number reached when counting tells you how many<br><br>Extend and create ABAB patterns and correct errors.  | Explore collections of materials with similar and/or different properties<br><br>Talk about the differences between materials and changes they notice  | Create closed shapes and continuous lines to represent objects<br><br>Draw with increasing complexity and detail. |
| Spring 1  | To talk about and share activities around core books:<br><br>Build repertoire of songs or rhymes:<br><br>Vocabulary extension:                             | Collaborate with others to manage large items.   | Text from left to right and from top to bottom<br><br>Use knowledge of print in early writing<br><br>Recognise words with the same initial sound                                   | Show 'finger numbers' up to 5<br><br>Link numeral and amounts (up to 5)<br><br>Make comparisons to objects relating to weight and capacity                                      | Explore how things work<br><br>Explore and talk about the different forces they can feel   | Use drawing to represent ideas like movement or loud noises.  |
| Spring 2  | To talk about and share activities around core books:<br><br>Build repertoire of songs or rhymes: Tiny caterpillar on a leaf,<br><br>Vocabulary extension: | Skip, hop, stand on one leg and hold a pose.   | Name the different parts of a book and understand page sequencing<br><br>Use knowledge of print in early writing<br><br>Oral blending and segmenting (Aspect 7 letters and sounds) | Solve real world mathematical problems with numbers up to 5.<br><br>Experiment with their own symbols and marks as well as numerals<br><br>Begin to describe sequence of events | Understand the key features of the lifecycle of an animal<br><br>Begin to understand the need to respect and care for the natural environment and all living things.   | Explore colour and colour mixing  |
| Summer 1  | To talk about and share activities around core books:<br><br>Build repertoire of songs or rhymes:<br><br>Vocabulary extension:                             | Use one-handed tools and start to develop a comfortable grip with good control<br><br>Children to pick up small objects (seeds) with hands and one-handed tools eg. tweezers | Write some letters accurately<br><br>RWI set 1   | Compare quantities using language 'more than' 'fewer than'<br><br>Make comparisons between objects relating to size and length  | To plant seeds and care for growing plants<br><br>Understand the key features of the lifecycle of a plant  | Explore colour and colour mixing  |
| Summer 2  | To talk about and share activities around core books:<br><br>Build repertoire of songs or rhymes:<br><br>Vocabulary extension:                             | Be increasingly independent in meeting their own care needs and make healthy choices   | Name the different parts of a book and understand page sequencing<br>Write some or all of their name<br><br>RWI set 1  | Experiment with their own symbols and marks as well as numerals<br><br>Talk about and identify patterns around them   | Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.<br><br>Continue to develop positive attitudes about the differences between people. | Show different emotions in their drawings   |