



Christ the King Catholic Voluntary Academy

Foundation Stage Long Term Plan 2023-2024



At Christ the King Academy, we recognise that play is the key component of learning in the Early Years. Child-initiated play is more likely to lead to a deeper involvement in their learning, so planning provision that encourages and enables children to play creatively is crucial. Our Early Years Unit offers quality indoor and outdoor provision, which challenge and encourage our children to further their individual development.

Characteristics of effective learning:

1. Playing and exploring

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

2. Active learning

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

3. Creating and thinking critically

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Areas of Learning Overview:

This plan details the objectives that we will be working on throughout the year. It shows objectives from across Nursery and through into Reception as well as the Early Learning Goals. It is adapted to the developmental needs of the children and signposts their next steps in learning.

Children in Early Years explore the same Topics in each class, with objectives progressing from Nursery through to Reception. The scriptures and key dates remain the same, with the *Explore, Reveal* and *Respond* objectives matching age-related expectations.

RE	<p>Children in Early Years explore the same Topics in each class, with objectives progressing from Nursery through to Reception. The scriptures and key dates remain the same, with the <i>Explore, Reveal</i> and <i>Respond</i> objectives matching age-related expectations.</p>							
	Topic	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2	
		1. Myself 2. Welcoming 3. Judaism 4. Birthdays		5. Celebrating 6. Gathering 7. Growing			8. Good News 9. Friends 10. Islam 11. Our World	
	Scripture	Isiah 3:1-2 & Psalm 131 Colossians 3:1-2 Hanukkah reminds Jewish people that God cares for his people Luke 2:8-20, Luke 2:4-7 & Matthew 2:1-12		Luke 2:22 Mark 10:13-16 John 13:34-35, John 19:25-27, Acts 2:23-24 & Luke 2: 51-52		Mark 6: 7. 30-32, John 13:24 & John 34-35 Acts 2:1-4 Muslims can pray anywhere that is clean and quiet Genesis 1:3, 9, 20 24-26		
	Key Dates	Hanukkah Advent Christmas		Lent Good Friday Easter Sunday		Pentecost Month of Mary Ascension		
	Assessed work	Baptism				Pentecost		

		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
		Communication and Language	Nursery	<p>Pays attention to one thing at a time.</p> <p>Sing a large repertoire of songs</p> <p>Use longer sentences of four to six words.</p>	<p>Use a wider range of vocabulary.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' or 'swimmed' for 'swam'.</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Use talk to organise themselves and their play.</p>	<p>Understand a question or instruction that has two parts, such as "get your coat and wait at the door".</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>
Reception	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story time.</p>		<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Develop social phrases.</p> <p>Listen carefully to rhymes and songs paying attention to how they sound.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Connect one idea to another using a range of connectives.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Use talk to work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with knowledge and vocabulary.</p>
ELGs	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 						

		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
		Personal, Social and Emotional Development	Nursery	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Increasingly follow rules, understanding why they important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Begin to understand how others might feel.</p>
Reception	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships with adults and peers in the setting.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: Healthy eating</p>		<p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Express their feelings and consider the feelings of others.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: Having a good sleep routine Toothbrushing Sensible amounts of 'screen time'</p>	<p>Think about the perspective of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: Being a safe pedestrian</p>
ELGs	<p><u>Self-regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						

		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Physical Development	Nursery	<p>Go up steps and stairs, or climb up apparatus, using alternative feet.</p> <p>Use large-scale movements to wave flags and streamers, paint and make marks.</p> <p>Start to eat independently</p>	<p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Collaborate with others to manage large items. Show a preference for a dominant hand</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork</p>
	Reception	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Further develop the skill they need to manage the school day successfully: lining up and queuing, meal times and personal hygiene.</p>	<p>Confidently and safely use a range of small apparatus indoors and outdoors, alone and in a group.</p>	<p>Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop confidence, competence, provision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop the foundations of handwriting style that is fast, fluent and efficient</p>	<p>Progress towards a more fluent style of moving developing control and grace.</p>
	ELGs	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>					

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
--	----------	----------	--------	--------	-------------	-------------

Nursery	<p>Understand the five key concepts about print – print has meaning.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Add some marks to their drawings which they give meaning to. For example: “That says mummy”.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Make marks on their picture to stand for their name.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Understand the five key concepts about print: print can have different purposes.</p> <p>We read English text from left to right and from top to bottom.</p>	<p>Understand the five key concepts about print: page sequencing.</p> <p>Use some of their print and letter knowledge in their early writing, such as starting their writing at the top.</p>	<p>Understand the five key concepts about print: the names of the different parts of a book.</p> <p>Develop their phonological awareness, so that they can: Spot and suggest rhymes.</p> <p>Develop their phonological awareness, so that they can: Count or clap syllables in a word.</p> <p>Use some of their print and letter knowledge in their early writing, such as ‘m’ for mummy. Write some letters accurately.</p>	<p>Develop their phonological awareness, so that they can: Recognise words with the same initial sound, such as money and mother.</p> <p>Write some or all of their name</p>	
	Reception	<p>Read individual letters by saying the sounds for them.</p> <p>Anticipate where appropriate key events in stories.</p> <p>Use and understand recently used vocabulary during discussions about stories and during role-play.</p>	<p>Read individual letters by saying sounds for them.</p> <p>Blend sounds into words so that they can read short words made up of known letter sound correspondences</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound letter/s</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower case letters correctly.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower case and capital letters correctly.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>	<p>Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few common exception words.</p>	<p>Write short sentences with words with known letter sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p>
		Phonics	<p><u>Level 1+</u> s, a, t, p, i, n, m, d, g, o, c, k</p>	<p><u>Level 1+</u> ck, e, u, r, h, b, f, ff, l, ll, le, ss</p>	<p><u>Level 2</u> j, v, w, x, y, z, zz, qu, ch</p>	<p><u>Level 2</u> sh, th, ng, dge, ve, wh, cks, tch</p>	<p><u>Level 3</u> ai, ee, igh, oa, oo, oo, ar, or, ur</p>

ELGS	<p><u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p><u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>
-------------	---

Z =	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
------------	-----------------	-----------------	---------------	---------------	--------------------	--------------------

Nursery	<p>Compare sizes, weights etc using gesture and language - 'bigger/little/smaller', 'high/low', 'tall/short', 'heavy/light'.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Recognising, naming and matching colours.</p>	<p>Compare sizes, weights etc using gesture and language – 'bigger/little/smaller', 'high/low', 'tall/short', 'heavy/light'.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Fast recognition of up to 3 objects without having to count them individually (subitizing).</p>	<p>Recite numbers past 5. Show finger numbers up to 5.</p> <p>Compare quantities using language: more than, fewer than.</p> <p>Select shapes appropriately.</p> <p>Talk about and identifies the patterns around them.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D shapes using informal and mathematical language.</p> <p>Understand position through words alone, with no pointing.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' etc.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Links numerals and amounts; showing the right number of objects to match the numeral, up to 5.</p> <p>Describe a familiar route.</p> <p>Make comparisons between objects relating to size, length, weight, and capacity.</p> <p>Extend and create ABAB patterns.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 3D shapes using informal and mathematical language.</p> <p>Discuss routes and locations using words like 'in front of' and 'behind'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Notice and correcting an error in a repeating pattern.</p>	
	Reception	<p>Count objects, actions and sounds.</p>	<p>Subitise, recognise quantities without counting up to 5.</p> <p>Understand the one more than/one less than relationship between consecutive numbers.</p>	<p>Compare numbers.</p> <p>Compare length, weight and capacity.</p>	<p>Explore the composition of numbers to 10.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Link the number symbol with its cardinal number value.</p> <p>Continue, copy and create repeating patterns</p>	<p>Count beyond 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Subitise.</p>	<p>Automatically recall number bonds from 0- 5 and some to 10.</p> <p>Compose and decompose shapes so that children can recognise a shape has other shapes within it just as numbers can.</p>
		ELGs	<p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>				

Nursery	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Shows interest in different occupations.</p> <p>Plant seeds and care and grow for plants.</p>	<p>Explore how things work. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Begin to make sense of their own life story and family's history.</p>	<p>Talk about differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</p>	
	Reception	<p>Talk about members of their immediate family and community.</p> <p>Explore the natural world around them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to some members of their community.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Comment on images on familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Name and describe people who are familiar to them.</p> <p>Understand the effect of changing season on the natural world around them.</p>	<p>Draw information from a simple map.</p> <p>Understand the effect of changing season on the natural world around them.</p> <p>Recognise some environments are different to the one in which they live</p>	<p>Recognise some similarities and differences in life in this country and life in other countries.</p>
		ELGs	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>				

E	x	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
---	---	----------	----------	--------	--------	-------------	-------------

Nursery	<p>Explore colour and colour mixing.</p> <p>Remember and sing entire songs.</p>	<p>Respond emotionally and physically to music when it changes.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Sing the pitch of a tone sing by another person (pitch match).</p>	<p>Begin to develop complex stories using small world equipment.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	
	Reception	<p>Develop story lines in their pretend play.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore and engage in music making and dance performing solo or in a group.</p>	<p>Listen attentively, move to and talk about music expressing their feelings and responses</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
		ELGs	<p><u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>				

Foundation Stage Provision Overview:

This plan details the objectives the Topics, texts and provision that the children will experience during their time in Early Years. This is an outline, but as is common practise in our classrooms, planned activities often change according to the childrens' interests.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Topic/ Themes	All About Me	Let's Celebrate	Our World	Growing	Animal Antics	Our Journeys
Possible Texts	Pete the Cat Rocking in my School Shoes Super-Duper You! The Colour Monster Love Makes a Family Once There were Giants Pumpkin Soup Oliver's Vegetables The Little Red Hen Leaf man	Rama and Sita: The Story of Diwali Kipper's Birthday. Harry and the Dinosaurs have a Happy Birthday. The Nativity Story The Christmas Baby The Jolly Christmas Postman. Father Christmas needs a wee!	Clean up! Michael Recycle The swirling Hijaab Clever sticks My Granny went to Market Here we are! My World Your World Brush Brush Brush Pony Brushes his teeth Eating the Alphabet Peace at Last		Percy the Park keeper One is Snail, Ten is crab The Tiger who came to tea The Great Pet Sale Night Monkey Day Monkey Do you love Bugs?	
Supporting rhymes/ poems/ songs	Higgledy Piggedy Bumble Bee Jack, Jack, where are you? Baker, Baker Mix the Dough Here we go round the Apple Tree Autumn Leaves Dingle Dangle Scarecrow. I am a spooky spider Dem bones 5 Little Pumpkins Boom Chicka Boom	Remember, Remember the 5 th of December Diwali Twinkle Twinkle It's Diwali Christmas Nativity songs and rhymes.	All the Wild Wonders' poems. The Secret Song The Wind Until I saw the Sea Down in the jungle... A sailor went to sea		Old McDonald Alice the camel The poor king There's a worm at the bottom of my garden Ants go marching Tiny Caterpillar on a leaf.	
Key Dates	Harvest Festival Halloween 31/10 Roald Dahl Day 13/11 International Happiness Week	Diwali Bonfire Night Christmas	Chinese New Year Valentine's Day	Shrove Tuesday Ash Wednesday St. Patrick's Day Mother's Day Ramadan Palm Sunday Easter International Womens' Day	St. Georges Day Eid Ul Fitr Healthy Living Week	Fathers' Day Transition Meetings Transition Day

Cultural Capital	Roald Dahl themed day Halloween Disco	Visit from Santa Christmas Performance Christmas Craft morning	Chinese Banquet	Pancake Day Easter Craft morning	Visits from Guide dogs	Sports Day Caterpillars Trip to Sherwood
Parental Engagement						
Assessment & Moderation						