



LEARN, GROW, ACHIEVE

<p><b>Longmoor Value:</b> Kindness  <b>Cultural Capital:</b>          WOW day based around Autumn/colour</p> <p>26<sup>th</sup> September - European Language Day. We will be learning all about France.</p> <p>29<sup>th</sup> September – Colour WOW Day.</p> <p>2<sup>nd</sup> October- National Poetry Day</p> <p>4<sup>th</sup> ~ 31<sup>st</sup> October- Harvest festival</p> <p>10<sup>th</sup> October – Hello Yellow Day (more information to follow)</p> <p>TTRS Maths Day – TBC</p> <p>20<sup>th</sup> October – Autumn WOW Day!</p> <p>20<sup>th</sup> October – Diwali</p> <p>24<sup>th</sup> October – last day before half term</p> <p>3<sup>rd</sup> November – INSET day</p> <p>4<sup>th</sup> November – children return to school</p> <p><b>Other enhancements:</b></p> <ul style="list-style-type: none"> <li>• Introduce Muddy Monday</li> <li>• Library books available daily</li> <li>• Introduce Chatterbox</li> <li>• Introduce our nursery bear – Henry</li> </ul>	<p><b>Medium Term Planning</b>  <b>Autumn 1 2025 Foundation Stage 1</b></p> <p><b>Topic Title: A Splash of Colour</b>  <b>Driver Subject: UW - Past and Present</b>  <b>Enhancer subject: UW - The World</b></p>		
<p><b><u>Week 1-3</u></b>  <b><u>BASELINE</u></b>  <b><u>(8<sup>th</sup>, 15<sup>th</sup>, 22<sup>nd</sup> September)</u></b></p> <p><b>What is my favourite colour?</b>  <b>What colours do I know?</b></p> <div data-bbox="667 874 1106 1050"> </div> <p><b>Books: The Hungry Caterpillar/          Wow said the Owl.</b></p> <p><b>Role-Play:</b>          Indoors - traditional home corner          Outdoors - supermarket</p>	<p><b><u>Week 4-5</u></b>  <b><u>(29<sup>th</sup> Sept and 6<sup>th</sup> Oct)</u></b></p> <p><b>What happens when I mix colours?</b></p> <div data-bbox="1240 842 1464 1050"> </div> <p><b>Book: Colour and Me!</b></p> <p><b><u>COLOUR WOW DAY!</u></b></p> <p><b>Role-Play:</b>          Indoors - traditional home corner          Outdoors - supermarket</p>	<p><b><u>Week 6-7</u></b>  <b><u>(13<sup>th</sup> and 20<sup>th</sup> Oct)</u></b></p> <p><b>What does Autumn look like?</b></p> <div data-bbox="1756 804 1989 1027"> </div> <p><b>Book: The Leaf Thief</b></p> <p><b><u>AUTUMN WOW DAY!</u></b></p> <p><b>Role-Play:</b>          Indoors - traditional home corner          Outdoors - supermarket</p>	

<b>Characteristics of Effective Teaching and Learning</b>	<b>Playing and exploring</b> - Playing with what they know	<b>Active learning</b> - Being involved and concentrating	<b>Creative and critical thinking</b> - Having their own ideas
<b>WRITING</b>	Makes marks on paper	Distinguishes between the different marks they make	Enjoys drawing/writing on paper and different media
<b>READING</b>  COMP - Comprehension WR - Word Reading	Has favourite rhymes, songs, poems or jingles ( <b>COMP</b> )	Repeats words and phrases from familiar stories ( <b>COMP</b> )	Has favourite books and seeks to share these with an adult ( <b>WR</b> )
<b>MATHS</b>  N - number NP- numerical pattern	Recites some number names in sequence ( <b>NP</b> )	Selects a small number of objects from a group (1 and 2) ( <b>N</b> )	Knows that a group changes when something is added/taken away. ( <b>NP</b> )
		Selects a small number of objects from a group e.g., give me 1 ( <b>N</b> )	Begins to make comparisons between different quantities ( <b>NP</b> )
<b>PSED</b>  MS- Managing Self BR- building Relationships SR- Self Regulation	Seeks comfort from familiar adults when needed ( <b>MS</b> )	Growing in confidence to explore new places with an adult ( <b>BR</b> )	Responds to the need of others with adult support ( <b>SR</b> )
<b>COMMUNICATION AND LANGUAGE</b>  S - Speaking LAU - Listening, Attention and Understanding	Holds a conversation, jumping from topic to topic ( <b>S</b> )	Identifies action words in instructions e.g., jump, clap ( <b>LAU</b> )	Shows an interest in play with sounds, songs and rhymes ( <b>LAU</b> )

<b>UNDERSTANDING OF THE WORLD</b>	<b>PAST AND PRESENT (DRIVER SUBJECT)</b>	Has a sense of own immediate family and home		In pretend play imitates everyday actions and events from own family/cultural background
	<b>PEOPLE, CULTURE AND COMMUNITIES</b>	Has a sense of own immediate family and home		In pretend play imitates everyday actions and events from own family/cultural background
	<b>THE NATURAL WORLD (ENHANCER SUBJECT)</b>	Explores small world such as farm or zoo		Explores and responds to different natural features in the setting and wider environment
<b>PHYSICAL DEVELOPMENT</b>	<b>GROSS MOTOR</b>	Climbs confidently and begins to pull themselves up on nursery climbing equipment	Runs safely on whole foot	Squats steadily to rest or play with object on ground and rises appropriately
	<b>FINE MOTOR</b>	Shows control in holding and using jugs to pour, hammers and mark making tools	Begins to use all fingers and thumb to hold mark making tools	Turns pages in a book, sometimes several at once
<b>EXPRESSIVE ART AND DESIGN</b>	<b>CREATING WITH MATERIALS</b>	Experiments with a range of materials	Enjoys and responds to playing with colour in a variety of ways e.g., combining colour	Experiments with ways to enclose a space, create spaces and represent objects

<b>EXPRESSIVE ART AND DESIGN</b>	<b>BEING IMAGINATIVE AND EXPRESSIVE</b>	Enjoys taking part in songs and rhymes	Shows an interest in the way musical instruments sound	Creates sound by banging, shaking, tapping and blowing
	<b>NON-STATUTORY</b>	<b>TECHNOLOGY</b> Non-statutory should be in your weekly provision	Can begin to show curiosity in digital devices that are familiar in own life (information technology)	Can you attempt to operate simple equipment? e.g., I-pad/remote control car (Information Technology)
<b>SHAPE, SPACE AND MEASURE</b> Non-statutory should be in your weekly provision		Begins to categorise based on size, shape and colour.	Begins to use language of size e.g., big, small etc	Anticipates specific time-based events such as mealtimes and home time