

Foundation Stage Medium Term Planning

Key learning - children will have opportunities to:

Personal, Social and Emotional Development

To select and use activities and resources independently, being interested and motivated to learn. **G&T** To learn and become more confident to speak out and try new things. To work as part of a group/class, taking turns and sharing fairly. **G&T** To form good relationships with others and understand that there has to be agreed values and codes of behaviour.

Literacy

(R) To listen with enjoyment to stories, rhymes and stories. To use language to imagine and re-create roles and experiences and describe their experiences. **G&T**-To listen, take turns and share ideas confidently. To offer own views and opinions and be able to clarify ideas.

(R&W) To link sounds to letters. To hear and say initial and final sounds in words . To hear and say short vowel sounds. **G&T** -To segment and blend sounds to read CVC words and attempt unfamiliar words.

(R) To recognise own name in familiar contexts. To know that print is read from right to left, top to bottom. To be able to sequence a familiar story and discuss characters. To use picture cues and knowledge of story to help them to read. **G&T** -To apply knowledge of letter sounds to read words within familiar texts and retell a simple story, putting main events into order. Also to use language patterns from stories eg: *Once upon a time* .

(W) To produce more controlled marks and explain what they have written. To write own name and other words from memory. To hold a pencil and use it effectively to form recognisable letters, most of which are formed correctly. **G&T** - To produce own writing using phonic knowledge to write simple regular words and attempt more complex words.

Focus

Winter/
(2 weeks)

Traditional Tales
(2 weeks)

Chinese New Year
(1 week)

LENT
(1 week)

Maths

Number:

To say and use number names in order in familiar contexts
To count reliably up to 3/6 using 1:1 correspondence.
To recite numbers forwards and backwards from 0 to 10.
To recognise numerals 1 to 10/20.
To count and order up to 10 objects and be able to write numbers to 10.

G&T - To estimate and check by counting, solve simple number problems and write numbers to 10 correctly. To recognise, count, order and write numbers to 20.

Calculations:

To join in with rhymes and songs involving addition and subtraction and use simple vocabulary relating to +/-.
To compare groups of objects with large differences and say which has more/less.

To find 1 more/ 1 less from a group of up to 5 items.

G&T - To relate addition to combining 2 groups and subtraction to taking away.

Shape:

To begin to understand and use the vocabulary of time eg: days of week, months of year and sequence events.

To sort and match shapes, follow simple patterns.

G&T - To begin to use correct vocabulary to name 2D shapes.

Understanding of the World

To begin to understand how time passes in their daily routine To use their senses to observe and explore objects and materials and use tools and simple equipment correctly To identify similarities and differences in environment eg: weather and use all their senses to investigate materials and living things appropriately.

To learn about own culture and others and compare

G&T Can demonstrate good skills in controlling a programmable toy and select/use computer programs

Expressive Arts and Design

To explore colour, texture, shape, form and space in 2D and 3D. To sing simple songs from memory. To recognise repeated sounds and sound patterns and match movements to music. To respond to what they see, hear, touch and feel in different ways. To use their imagination in art and design, music, dance, imagination, role-play and stories.

Physical Development

To move with confidence and imagination when using the large apparatus showing good control, care and movement skills. To travel around, under, over and through and learn how to balance. To recognise that changes occur to their bodies when exercising and understand the need to be healthy.

To handle tools, objects, construction and malleable materials safely and with increasing control.

Opportunities to involve parents/carers: letters home about curriculum, homework sheets asking parents help.

<u>Area of Provision</u>	<u>Enhancements</u> - additional resources / visits / visitors etc	<u>Resources</u>
Role play area Maths area Water/Sand Area	Igloo, den, role play areas - pizza parlour, visit to Church?	Different toys, toy shop, prices, tills, baskets, pads, pens, paintings of favourite toys, captions, weather calendar, months of the year, days of week etc.
<u>Area of Learning</u>	<u>Focused Activities</u>	<u>Resources</u>
Personal, Social and Emotional (see Come and See file) Literacy	Working together, thinking about Celebrations (Come and See file), New Year- our hopes and dreams for 2017. Codes of behaviour for a happy classroom. Gathering and Growing Display/read books about weather eg; Elmer and the Snow, The Snowman, Snow Lambs, Ridiculous etc, plus winter poems. Books on New Year/Chinese New Year/- learn how to say 'Happy New Year' in Chinese. Writing stories, poems about Winter. Books Traditional Stories and Rhymes- sequencing and re -telling stories, discussing characters etc.	Card, calendar, promise cards, Come and See file. Books (-as stated) plus poetry books, prepared Chinese New Year book, Runaway Chappatti and Traditional Tale books, puppets, winter animals.

