

Foundation Stage Medium Term Planning-Autumn 2021

Key learning - children will have opportunities to:

Personal, Social and Emotional Development - Self Regulation, Managing self and building relationships

To demonstrate friendly behaviour and good relationships. 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. To develop emotional well-being and build resilience. **G&T** to develop a deeper understanding of their emotions and what effects them. To manage their own personal hygiene, eg going to the toilet, hand washing. To learn about how to stay healthy, eg looking after their teeth and sleep routines.

Communication and Language - Listening and Attention, Understanding and Speaking.

To listen to others, one to one in small groups. To focus attention and concentrate for longer periods of time. To respond to instructions, follow a story and listen and respond appropriately. To use talk to connect ideas and use talk in pretend play. **G&T**-To listen, take turns and share ideas confidently. To offer own views and opinions and be able to clarify ideas.

Literacy

(Word Reading) To link sounds to letters. To hear and say initial and final sounds in words. To hear and say short vowel sounds. **Gifted and talented** -To segment and blend sounds to read CVC words and attempt unfamiliar words. To recognise own name in familiar contexts

(Comprehension). 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. **Gifted and talented** -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*.

(Writing) 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. - **Gifted and talented** -To produce own writing using phonic knowledge to write simple regular words and attempt more complex words.

Focus:

Settling in/ Baseline Assessments

(3 weeks)

Emotional Well-Being Stories

Myself -

(My Name, My Home and Family
What I look like/Faces)

Birthdays

Christmas

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.
To count and order up to 10 objects and be able to write numbers to 10.
To become fluent with number by introducing a number of the week -starting with 1.
To begin to recognise how many objects there are without counting - known as subitising
Gifted and talented - To estimate and check by counting, solve simple number problems and write numbers to 10 correctly. To recall number bonds to 10.

Numerical Patterns:

Children will begin to understand the 'one more than/one less than' relationship between consecutive numbers.
Children will continue and copy repeating patterns
Children will select, rotate and manipulate shapes to develop spatial reasoning skills
Gifted and talented - Explore in detail how 10 is made up, eg 5 lots of 2, double 5

Understanding of the World -

Past and Present

Children will talk about the lives of the people around them and their roles in society.

People, Culture and Communities

Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Natural World Children will explore the natural world around them by making observations and drawings of plants and animals.

Expressive Arts and

Design - (EAD, EUMM)

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-

Fine Motor. Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Gross Motor

Children will revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

Opportunities to involve parents/carers: letters home about curriculum, Newsletter. Weekly homework via Class dojo or paper versions, asking parents to help and guides for parents. Come and See topics, Christmas Stay and Learn (TBC), Christmas Play (TBC). Parent Consultations. Sharing children's learning, messages and events through Class Dojo, the school blog and Tapestry.

<u>Area of Provision</u>	<u>Enhancements -</u> additional resources / visits / visitors etc	<u>Resources</u>
Role play area Maths area Water/Sand Area Maths, Writing, Construction, Small world, creative, malleable, finger gym, library Outdoor and tuft trays.	Role play areas - Home corner, Pet shop, Christmas Grotto See weekly plans for continuous provision enhancements	See weekly plans
<u>Area of Learning</u>	<u>Focused Activities</u>	<u>Resources</u>
Personal, Social and Emotional (see Come and See file)	Working together, thinking about Myself, Belonging and Birthdays (Come and See file), Our hopes and dreams for our new class. Codes of behaviour for a happy classroom. PSE -through literacy books focusing on emotional well-being and resilience, relationships, compassion and community.	Come and See file. Books - The Best part of Me, Have you Filled a Bucket? All about me. The Dot. Beautiful Oops

<p>Literacy</p>	<p>Display/read books about favourite books eg; Owl Babies, The Three Little Pigs, Teddy Bear Books, Traditional Stories and Rhymes- sequencing and re -telling stories, discussing characters</p>	<p>Books - The Something, Star in a Jar</p>
<p>Maths</p>	<p>Baseline assessments on number, shape, space and measures. Counting activities involving topics,</p>	<p>Counting apparatus, maths resources with provision areas, Ipad apps.</p>
<p>Understanding of the World</p>	<p>Explore and investigate the outdoor environment and changes in the seasons. Investigate how materials change when heated (making toast, porridge and Christmas biscuits, clay Christmas decorations.)</p>	<p>Different materials, cooker, pan, ingredients, microwave etc.</p>
<p>Expressive Arts and Design</p>	<p>Using musical instruments to accompany Nursery rhymes/songs. Cutting out and making creative masks, salt dough faces and Christmas decorations, handling tools correctly.</p>	<p>Paints, paper, card, collage materials, clay, split pins, tools, glue, scissors, collage materials etc. CD player.Pebbles,plastic/paper cups.</p>
<p>PD</p>	<p>Moving along, over, through large apparatus, developing movement skills in Dance.</p>	<p>PE equipment.</p>