



Annie Lennards

Foundation Stage : Medium Term Planning

Communication and Language (CL)

Listen to others in one to one or in small groups
 Listen to stories with increasing attention and recall
 Join in with repeated refrains and anticipate key events and phrases in rhymes and stories
 Able to follow directions and respond to simple instructions
 Shows understanding of prepositions such as 'under' 'on' 'top' 'behind'
 Begin to understand and answer 'why' and 'how' questions
 Questions why things happen and can explain. Asks who, what, when how
 Uses a range of tenses (e.g. play, playing, will play, played)
 Begin to use more complex sentences to link thoughts (e.g. using and, because, so)
 Can retell a simple past event in the correct order (e.g. went down slide, hurt finger)
 Use talk to connect ideas.
 Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
 Maintain attention, concentrates and sits quietly during appropriate activity
 Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments questions or actions
 Able to follow a story without pictures or prompts
 Give attention to what others say and respond appropriately

Literacy (L)

Give meaning to marks they make as they draw, write and paint
 Hears and says initial sounds in words
 Can segment sounds in simple words and blend them together
 Links sounds to letters, naming and sounding the letters of the alphabet
 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly in a sequence
 Continues a rhyming string
 Enjoys an increasing range of books
 Write own name and other things such as labels, captions
 Attempts to write short sentences in meaningful contexts
 Use phonic knowledge to write words in ways which match their spoken sounds.
 Write some common irregular words
 Write sentences that can be read by themselves and others
 Read and understand simple sentences
 Use phonic knowledge to decode regular words and read them aloud accurately
 Read some common irregular words
 Demonstrate understanding when talking about what they have read

Weekly writing session - focus is rhyme and alliteration
PLUS daily Phonics and Write Dance. Handwriting/name writing.

Understanding the World (U+T)

Shows interest in the lives of people who are familiar to them
 Recognises and describes special time or events for family or friends
 Remembers and talks about significant events in their own experience
 Enjoys joining in with family customs and routines
 Show interest in different occupations and ways of life
 Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family, friends, communities and environment
 Talk about past and present events in own lives and lives of family members
 Talk about their own immediate environment and how environments may vary
 Make observations of animals and plants and explain why some things occur and talk about changes
 Knows how to operate simple equipment
 Shows an interest in technological toys, with knobs or pulleys or real technological objects
 Show interest in making toys work by pressing, lifting
 Knows information can be retrieved from computers
 Complete simple program on computer
 Select and use technology for particular purposes

Introduce experiments.
 ICT: switching on and off, learning to take photos

Personal Social & Emotional Development (PSED)

Jigsaw: Celebrating Differences

Initiates conversations, attends to and takes account of what others say
 Explain own knowledge and understanding and asks appropriate questions of others
 Take steps to resolve conflicts with other children e.g. finding compromise
 Play co-operatively, take turns with others
 Show sensitivity to other's needs and feelings
 Form positive relationships with adults and children
 Confident to speak about own needs, wants, interests and opinions
 Can describe themselves in positive terms and talk about abilities
 Confident to try new activities and say why they like or dislike activities
 Show increasing independence in selecting and carrying out activities.
 Confident to speak in a familiar group about their own ideas
 Aware of boundaries set and of behavioural expectations in the setting and work as part of a group or class understanding there needs to be agreed values and codes of behaviour
 Understand that their own actions affect other people

Jigsaw sessions will cover:

Accepting differences, including others, anti-bullying, solving problems, using kind words, compliments

**YEAR GROUP - Reception
 TERM - Autumn 2
 TOPIC:
 People who help us (cont)
 Celebrations, Colour & Light**

PURPOSE FOR LEARNING

To continue to enjoy school life, developing independence and relationships, and feeling happy and confident.

To find out all about colour, including patterns and colour mixing.

To find out about sources of light and the Festival of Light.

To find out about the meaning of different celebrations, traditions and the fun of celebrations.

Focus texts:

Diwali Story - Bonfire rhymes - The Nativity story - The Christmas Selfie - Plus A Variety of Traditional Nursery Rhymes.

Physical Development (PD)

Move confidently in a range of ways, safely negotiating space
 Travel with confidence and skill around, under, over and through balancing and climbing equipment
 Shows increasing control over an object
 Handles tools, objects construction and malleable materials safely and with increasing control
 Shows a preference for a dominate hand
 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
 Shows good control and co-ordination in large and small movements
 Know the importance for good health of physical exercise, and a healthy diet and talk about ways of keeping healthy and safe
 Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
 Observe the effects of activity on their bodies

PE focus: Ways of moving to music/stories-link to performance

Weekly hall time - moving to music

Daily opportunities for outdoor experiences and physical activities

Mathematics (M)

Begin to recognise numerals and place numbers in order
 Count objects reliably
 Uses the language of 'more' and 'fewer' to compare two sets of objects
 Say which number is one more or one less than a given number
 Add and subtract single digit numbers and count on and count back to find answers
 Solve problems including doubling, halving and sharing

Use everyday language to talk about size, weight, capacity, position, distance, time and money
 Use positional language
 Recognise and recreate patterns
 Show an interest in shapes in the environment
 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes

Plus daily Snappy/Mental Maths and maths interventions

Expressive Arts and Design (EA&D)

Begin to build a repertoire of songs and dances
 Explore the different sounds of instruments
 Sing songs, make music and dance.
 Differentiate marks and movements on paper
 Explore colour and differentiate between colours
 Choose particular colours to use for a purpose
 Create constructions, collages, paintings and drawings
 Use and explore a variety of tools, materials and techniques safely
 Experiment with colour, design, texture, form and function
 Constructs with a purpose in mind, using a variety of resources
 Understands that different media can be combined to create new effects
 Respond in a variety of ways to what they see, hear, smell, touch, taste.
 Represents their own ideas, thoughts and feelings
 Use what they have learnt from the media and materials in original ways
 Engage in imaginative play and role play based on own first hand experiences
 Play alongside others who are engaged in the same theme
 Introduce a storyline or narrative into their role play