**Foundation Stage Autumn 2 Medium Term Planning 2018**

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| **Focus; Celebrations** **See PLODS and Weekly planning for child initiated play/ activities** |
| Personal, Social & Emotional Development |
| Making Relationships22-36 monthsInterested in others’ play and starting to join in.• Seeks out others to share experiences.• May form a special friendship with another child.30-50 Months• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.• Initiates play, offering cues to peers to join them.• Keeps play going by responding to what others are saying or doing.• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.40-60• Initiates conversations, attends to and takes account of what others say.COEL: Playing & Exploring •Representing their experiences in play •Taking on a role in their play •Acting out experiences with other peopleBeing willing to ‘have a go’ • Initiating activities •Seeking challenge •Showing a ‘can do’ attitude •Taking a risk, engaging in new experiences, and learning by trial and error | Self Confidence & Self Awareness22-36 months• Separates from main carer with support and encouragement from a familiar adult.• Expresses own preferences and interests.30-50 MonthsCan select and use activities and resources with help.• Welcomes and values praise for what they have done.• Enjoys responsibility of carrying out small tasks.Confident to talk to other children when playing, and will communicate freely about own home and communityIs more outgoing towards unfamiliar people and more confident in new social situationsCOEL:Active Learning Enjoying achieving what they set out to do  | Managing Feelings & Behaviour22-36 months Seeks comfort from familiar adults when needed.• Can express their own feelings such as sad, happy, cross, scared, worried.• Responds to the feelings and wishes of others.• Aware that some actions can hurt or harm others.• Tries to help or give comfort when others are distressed.• Shows understanding and cooperates with some boundaries and routines.• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.• Growing ability to distract self when upset, e.g. by engaging in a new play activity.30-50 Months • Aware of own feelings, and knows that some actions and words can hurt others’ feelings.• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.• Can usually adapt behaviour to different events, social situations and changes in routine. |
| Communication, Language and Literacy |
| Listening& Attention22-36Months• Listens with interest to the noises adults make when they read stories.• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.• Shows interest in play with sounds, songs and rhymes.• Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.30-50 Months• Listens to others one to one or in small groups, when conversation interests them.• Listens to stories with increasing attention and recall.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Focusing attention – still listen or do, but can shift own attention.• Is able to follow directions (if not intently focused on own choice of activity). | Understanding 22-36Months• Identifies action words by pointing to the right picture, e.g., *“Who’s jumping?”*• Understands more complex sentences, e.g. *‘Put your toys away and then we’ll read a book.’*• Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. *Who’s that/can? What’s that? Where is.?*).• Developing understanding of simple concepts (e.g. *big/little*).30-50 Months• Understands use of objects (e.g. *“What do we use to cut things?’*)• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.• Responds to simple instructions, e.g. to get or put away an object.• Beginning to understand ‘why’ and ‘how’ questions.40-60• Able to follow a story without pictures or props | Speaking22-36 Months• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.• Holds a conversation, jumping from topic to topic.• Learns new words very rapidly and is able to use them in communicating.• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *‘I have it’.*• Uses a variety of questions (e.g. *what, where, who*).• Uses simple sentences (e.g.’ *Mummy gonna work.’*)• Beginning to use word endings (e.g. *going, cats*).30-50 Months• Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).• Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.• Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*• Uses a range of tenses (e.g. *play, playing, will play, played*).• Uses intonation, rhythm and phrasing to make the meaning clear to others.• Uses vocabulary focused on objects and people that are of particular importance to them.• Builds up vocabulary that reflects the breadth of their experiences.• Uses talk in pretending that objects stand for something else in play, e,g, *‘This box is my castle.’*COEL; Playing & ExploringTaking on a role in their play |
| Understanding the World |
| People & Communities 22-36MonthsHas a sense of own immediate family and relations.• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.• Beginning to have their own friends.• Learns that they have similarities and differences that connect them to, and distinguish them from, others.30-50 Months• Shows interest in the lives of people who are familiar to them.• Remembers and talks about significant events in their own experience.• Recognises and describes special times or events for family or friends.• Remembers and talks about significant events in their own experience.• Shows 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 friends or family.COEL;Playing & ExploringRepresenting their experiences in playTaking on a role in their play | **The World**22-36Months• Enjoys playing with small-world models such as a farm, a garage, or a train track.• Notices detailed features of objects in their environment30-50 Months• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.• Can talk about some of the things they have observed such as plants, animals, natural and found objects.• Talks about why things happen and how things work.• Developing an understanding of growth, decay and changes over time.• Shows care and concern for living things and the environment.COEL• Creating & Thinking CriticallyUsing senses to explore the world around them | Technology22-36 Months• Seeks to acquire basic skills in turning on and operating some ICT equipment.30-50 Months*.* • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.• Knows that information can be retrieved from computersCOEL;Active Learning• Maintaining focus on their activity for a period of time |
| Physical Development |
| **Moving and handling**22-36 Months• Runs safely on whole foot.• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.• Can kick a large ball.• Turns pages in a book, sometimes several at once.• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.• Beginning to use three fingers (tripod grip) to hold writing tools• Imitates drawing simple shapes such as circles and lines.• Walks upstairs or downstairs holding onto a rail two feet to a step.• May be beginning to show preference for dominant hand.30-50 Months• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.• Mounts stairs, steps or climbing equipment using alternate feet.• Walks downstairs, two feet to each step while carrying a small object.• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.• Can stand momentarily on one foot when shown.• Can catch a large ball.• Draws lines and circles using gross motor movements.• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.• Holds pencil near point between first two fingers and thumb and uses it with good control.• Can copy some letters, e.g. letters from their name40-60Experiments with different ways of moving.• Jumps off an object and lands appropriately.• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Travels with confidence and skill around, under, over and through balancing and climbing equipment.• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.• Uses simple tools to effect changes to materials.COEL:Playing and Exploring•Persisting with activity when challenges occur | **Health and self-care**22-36 MonthsFeeds self competently with spoon.• Drinks well without spilling.• Clearly communicates their need for potty or toilet.• Beginning to recognise danger and seeks support of significant adults for help.• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.• Beginning to be independent in self-care, but still often needs adult support.30-50Months• Can tell adults when hungry or tired or when they want to rest or play.• Observes the effects of activity on their bodies.• Understands that equipment and tools have to be used safely.• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.• Can usually manage washing and drying hands.• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.40-60• Eats a healthy range of foodstuffs and understands need for variety in food.• Usually dry and clean during the day. |
| EAD |
| **Exploring and using media and materials** 22-36 Months• Joins in singing favourite songs.• Creates sounds by banging, shaking, tapping or blowing.• Shows an interest in the way musical instruments sound.• Experiments with blocks, colours and marks.30-50 Months• Enjoys joining in with dancing and ring games.• Sings a few familiar songs.• Beginning to move rhythmically.• Imitates movement in response to music.• Taps out simple repeated rhythms.• Explores and learns how sounds can be changed.• Explores colour and how colours can be changed.• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.• Beginning to be interested in and describe the texture of things• Uses various construction materials.• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.• Joins construction pieces together to build and balance.• Realises tools can be used for a purpose.COEL; Active LearningPersisting with activity when challenges occurShowing satisfaction in meeting their own goals | **Being imaginative** 22-36 MonthsBeginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’• Beginning to make-believe by pretending.30-50Months. • Developing preferences for forms of expression.• Uses movement to express feelings.• Creates movement in response to music.• Sings to self and makes up simple songs.• Makes up rhythms.• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.• Engages in imaginative role-play based on own first-hand experiences.• Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.• Uses available resources to create props to support role-play.• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or wordsCOEL; Playing & Exploring• Showing particular interestsTaking on a role in their play |
| **Literacy :Reading****22-36**.Has some favourite stories, rhymes, songs, poems or jingles.• Repeats words or phrases from familiar stories.• Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a**30-50**• Enjoys rhyming and rhythmic activities.• Shows awareness of rhyme and alliteration.• Recognises rhythm in spoken words.• Listens to and joins in with stories and poems, one-to-one and also in small groups.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Beginning to be aware of the way stories are structured.• Suggests how the story might end.• Listens to stories with increasing attention and recall.• Describes main story settings, events and principal characters.• Shows interest in illustrations and print in books and print in the environment.• Recognises familiar words and signs such as own name and advertising logos.• Looks at books independently.• Handles books carefully.• Knows information can be relayed in the form of print.• Holds books the correct way up and turns pages.• Knows that print carries meaning and, in English, is read from left to right and top to bottom40-60• Continues a rhyming string. | **Literacy: Writing****22-36**Distinguishes between the different marks they make.**30-50**Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places.40-60Gives meaning to marks they make as they draw, write and paint.• Continues a rhyming string. |
| Problem Solving, Reasoning & Number |
| **Number**22-36 Months• Selects a small number of objects from a group when asked, for example, *‘please give me one’, ‘please give me two’.*• Recites some number names in sequence.• Creates and experiments with symbols and marks representing ideas of number.• Begins to make comparisons between quantities.• Uses some language of quantities, such as *‘more’* and *‘a lot’.*• Knows that a group of things changes in quantity when something is added or taken away.30-50 Months• Uses some number names and number language spontaneously.• Uses some number names accurately in play.• Recites numbers in order to 10.• Knows that numbers identify how many objects are in a set.• Beginning to represent numbers using fingers, marks on paper or pictures.• Sometimes matches numeral and quantity correctly.• Shows curiosity about numbers by offering comments or asking questions.• Compares two groups of objects, saying when they have the same number.• Shows an interest in number problems.• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.• Shows an interest in numerals in the environment.• Shows an interest in representing numbers.• Realises not only objects, but anything can be counted, including steps, claps or jumps.40-60• Recognise some numerals of personal significance.• Recognises numerals 1 to 5.• Counts up to three or four objects by saying one number name for each item.COEL:Creating and thinking critically •Finding ways to solve problems | **Shape & Space & Measure**22-36 Months• Notices simple shapes and patterns in pictures.• Beginning to categorise objects according to properties such as shape or size.• Begins to use the language of size.• Understands some talk about immediate past and future, e.g. ‘*before*’, ‘*later*’ or ‘*soon*’.• Anticipates specific time-based events such as mealtimes or home time.30-50Months• Shows an interest in shape and space by playing with shapes or making arrangements with objects.• Shows awareness of similarities of shapes in the environment.• Uses positional language.• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.• Shows interest in shapes in the environment.• Uses shapes appropriately for tasks.• Beginning to talk about the shapes of everyday objects, e.g. ‘*round*’ and ‘*tall*’.40-60• Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.• Selects a particular named shape.• Orders two items by weight or capacity. |
| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Colour & Light display (interactive table) Firework wall artWinter Display | Colour & Light Resources (torches, uv bands, light up figurines |
|  **Reading** | Colour & Light books, Celebrations, Winter, NativitySuperworm (story sack) task cardsRainbow fish (story sack) task cardsTraditional Tale story sack The Nativity scene (Dec) |  Task cards, puppets, stick puppets |
| **Maths** | Bugs (count out the correct quantity of bugs to match the numeral)Winter maths display | Bugs, tweezers, bug numerals |
| **Workshop** | Add glue & scissors for different abilitiesSurprise tub(interchangeable resources)Colour collage Task cards Christmas resources/templates Santa’s workshop-(wrap presents for Santa) |  |
| **Fine Motor** | Creepy crawlies count- use tweezers to select different bugs and count them.Peg the correct number of legs on the spiderFine sand –scribe letters and numeralsSnowmen- pick up cotton balls to make snowmenDecorate a Christmas tree (task cards; can you put 5 red baubles on to the tree? Can you put a long piece of tinsel on to the tree? Etc) | Pegs, tweezers (diff sizes) task cardsCotton balls, Christmas tree, Christmas decorations |
| **Writing** | Baptism cards, Party Invitations, Birthday Cards, Remembrance Cards, Hanukkah cardsChristmas letter templates, envelopes, Christmas cards , Letter to Santa, Christmas alphabet tracing, Christmas pencil control sheetsColouring related to chn’s interests | Party invitations, cards, stickers,  |
| **Role Play** | Celebrations; party scenario Christmas Decorations to the houseSanta’s workshop  | Christmas decorationsChristmas sceneWrapping paper, sellotape, gift bows, tags, diff size boxes santa costumes  |
| **Painting**  | Powder Paint, Spray bottles, pump bottles, different paintbrushes, painting tools |  |
| **Malleable/Dough** | Black dough, Halloween enhancementsWhite & blue sparkly play dough inspired by FrozenFrozen open ended resources(crystals, silver pipe cleaners, etc)Coloured riceShaving foam with food colouring, crushed iceChristmas task cards  | black dough, pipe cleaners, googly eyes, plastic spiders, bugs |
| **Water** | Add pipettes, small measuring instruments, empty bottles, food colouring, sequins, glitter, spiders (to make a potion lab) wizards hatsGlow sticks,Coloured ice, sparkles | As stated |
| **Speaking & Listening**  | Communication space in the snack areaSpeaking baskets, with differing objects to encourage speakingEye Spy picture cards (related to interests/theme/season)Eye Spy colour/shape basket with a magnifying glass. |  |
| **Small World**  | Change from dinosaurs to mini-beastsAdd information books, writing materials, colouring picturesDec –winter animalsFrozen characters, ice castle |  |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | Circle TimeRules/RoutinesCome & See ( see planning)Classroom interactive display of the children’s favourite colours. Collect items & objects both natural (leaves, twigs, conkers, cones, etc) & commercial How do colours make you feel? (Elmer).Remembrance Sunday- make poppies.Day & Night (feelings associated).Firework safety.Keeping safe in the dark.Different events & Festivals | Light SourcesDark space |
| CAL | Read Books- Peppa Pig’s Birthday, Meg and Mog, The Rainbow Fish, Elmer, Winter books, The Polar ExpressHandling a book correctly. Adult role-model. Front cover & author Letters & sounds-phase 1Rhyme games, Sound bingo, (Intervention)Use object as a stimulus (pineapple) use Semantic sheet to record descriptions use of langKim’s GameI went to the supermarket and I bought  .Writing initial letter of first name.Enhance Malleable Area-shaving foam, gloop etc.Write Christmas lists, cards, party invites, birthday cards.Write & post letter to Santa | Chunky chalks, pens,Snack table pictures (talking prompts)Birthday cards, party invites, envelopes |
| Physical Development | .Funky Fingers Gross Motor –making large movements/ tummy writing.Colour Games; Statues, Firework Game, Traffic Lights.Parachute Games.Spatial awareness | Tweezers, pasta, beads etcParachuteDifferent coloured fabrics |
| Mathematical Development | .Add the right amount of candles to the birthday cakes. What number is on the birthday cards?.Count out the spiders to put in the Halloween soup,Make comparisons between amounts; How many green, red spiders, are there more red spiders?.Recognise numerals 0-10 Bug Bingo.Count out the correct number of bugs to match the numeral displayed (1-5, 5-10)Make simple countdown to special day (Christmas, Birthday)Number sequencing (Christmas trees/penguins)Capacity- potions in the water area | Candles, spiders, jelly,  |
| Literacy | Letters & Sounds (Phase 1)Letter formationDevelop pencil grasp (see PD)Big draw; learning to draw in groups, partners  |  |
| Understanding the world | Make a chart of all the colours the children can see around them both inside & outside. .Changing colours of their environment through the seasons.. Colour Hunt-find items in the setting to match the colours of the rainbow. .Why do we have a birthday?.Baptism-role play.Look at the different colours in a rainbow.Where does light come from??? Look at the different sources.The Christmas Story-baby Jesus | Coloured fabrics of different texture, lengths water, bubblesDisco light, candles, torchesChristmas scene, PaintsRainbowsPastels |
| EAD | .Make props to support learning- wizards wands, rockets, dressing up. .Bake birthday cakes.Workshop-interact. Demonstrate planning & making. Reviewing & modifying. Demonstrate how to join & build etc..Colour mixing.Set up permanent table for colour mixing. Show how to mix colours. .Experiment. Make rainbows.Make rainbows, Elmer, Rainbow FishThread coloured pastaFireworks Marbling Colour & Light craftsChristmas Crafts; Christmas Cards, Decorations, Calendar, Winter crafts for display; penguins, snowmen, | Powder Paint, spray, pump bottlesRange of scissors, glue (developmental ability)Paper, card, decorating resources,  |

FOCUSED ACTIVITES ARE SUBJECT TO CHAGE DEPENDING ON THE CHILDRENS INTERESTS