**Mrs Foot**

 **Nursery Foundation Stage Medium Term Planning: Spring2 2020**

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| **Focus; Growth****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• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.40-60 Months.• Takes steps to resolve conflicts with other children, e.g. finding a compromise.COEL; Playing & ExploringInitiating activities. Seeking challenge | 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 community40-60 Months• Shows confidence in asking adults for help.Confident to speak to others about own needs, wants, interests and opinions. | Managing Feelings & Behaviour22-36 months Seeks comfort from familiar adults when needed.• Can express their own feelings such as sad, happy, cross, scared, worried.• 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 40-60 MonthsUnderstands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.• Aware of the boundaries set, and of behavioural expectations in the setting. |
| Communication, Language and Literacy |
| Listening& Attention22-36Months• Listens with interest to the noises adults make when they read stories.30-50 Months•Shows interest in play with sounds, songs and rhymes.• 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).40-60 Months• Maintains attention, concentrates and sits quietly during appropriate activity.. | **Understanding** 22-36MonthsUnderstands 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 Months• Responds to instructions involving a two-part sequence.Understands humour, e.g. nonsense rhymes, jokes. | Speaking22-36 MonthsUses 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 a variety of questions (e.g. *what, where, who*).30-50 Months• 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.• Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).• 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.’*40-60 MonthsExtends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• Uses language to imagine and recreate roles and experiences in play situations.COEL; Playing & ExploringTaking on a role in their play |
| **Literacy** |
| **Reading**22-36months• 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 …’.30-50months• 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.• Shows interest in illustrations and print in books and print in the environment.• Looks at books independently.• Handles books carefully.• Holds books the correct way up and turns pages.40-60 Months• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together and knows which letters represent some of them | **Writing**22-36months• Distinguishes between the different marks they make.30-50months• Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places.40-60Months• Gives meaning to marks they make as they draw, write and paint.Continues a rhyming string.• Hears and says the initial sound in words. |  |
| Physical Development |
| **Moving and handling**22-36 Months• Runs safely on whole foot.• 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.• 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 name40-60 Months• Experiments with different ways of moving.• Handles tools, objects, construction and malleable materials safely and with increasing control.• Shows a preference for a dominant hand.• Begins to use anticlockwise movement and retrace vertical lines.Begins to form recognisable letters.• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | **Health and self-care**22-36 Months• Clearly communicates their needs• 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.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 Months• Eats a healthy range of foodstuffs and understands need for variety in food.• Usually dry and clean during the day.• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.COEL Playing & ExploringShowing a ‘can do’ attitude |
| Mathematics |
| **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 jumps40-60 Months• 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.• Counts actions or objects which cannot be moved.• Counts objects to 10, and beginning to count beyond 10.• Counts out up to six objects from a larger group.• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. | **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 Months• Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.• Selects a particular named shape.• Can describe their relative position such as ‘*behind*’ or ‘*next to*’. |
| 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.• Shows interest in different occupations and ways of life.40-60MonthsEnjoys joining in with family customs & Routines.COEL;Playing & ExploringRepresenting their experiences in play Taking 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.40-60months • Looks closely at similarities, differences, patterns and change.COEL• Creating & Thinking CriticallyMaking predictions Using 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.40-60 Months• Uses ICT hardware to interact with age-appropriate computer softwareCOEL;Active Learning• Maintaining focus on their activity for a period of time |
|  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 MonthsEnjoys 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.40-60 Months• Explores what happens when they mix colours..• Constructs with a purpose in mind, using a variety of resources.• Uses simple tools and techniques competently and appropriately.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.• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.. . 40-60 Months• Chooses particular colours to use for a purpose.• Introduces a storyline or narrative into their play.• Plays alongside other children who are engaged in the same theme.COEL; Playing & Exploring• Showing particular interestsTaking on a role in their play |

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Nursery- Growing Add to ‘Mary, Mary quite Contrary’  | As statedFarm animals, pictures of farm animals, |
|  **Reading** | Info Books on (plants, animals, babies)Jack & the Beanstalk story sack |  |
| **Maths** | Sequence numerals on flower pots Put the correct quantity of flowers in the flowerpotMatch quantity of chicks to numeralCount and recognise numeralMathematic books on shape, size, counting, comparisons |  |
| **Workshop** | Textured paper & animal print/mini-beast print paper, twigs, model flowers (pipe cleaners, tissue paper) Ideas book | as stated |
| **Small World** | Add farm animals, vehicles, farm |  |
| **Fine Motor** | Fine Motor Area Put the correct quantity of flowers on the flower numeralCount flowers and put buttons on 10frame to represent amountUse buttons to make letters m,a,s,d,tUse tweezers Jigsaws, threading, tweezer activities |  |
| **Topic** | Growing Pictures of plants/flowers/people/farm animals and their youngGarden sensory tray; diff plants/ veg growing | Info books ,Range of bulbs, seeds, planting tools, small plant pots  |
| **Wet Sand** | Add flower pots, plastic flowers, gardening tools,Farm vehicles | As stated  |
|  **Mark Making** | Writing/ drawing materials Linked to personal interestLetter Tracing Writing for different purposes; Birthday cards, Thank- you cards, Mother’s day cards, invitations,Pencil control activities  | Girls/boys writing materials, pens, pencils (diff sizes H,M,L) |
| **Role Play** | Display paper- chn to sponge paint flowersFlower Shop Add variety of different sized pots. Numbered pots and numbered flowers. Flowers. Number/picture tags. | Plastic flowers, plant pots, till, wrapping paper, cards, tags, paper bags, money |
| **Painting**  | Flower spongesPowder Paint, Spray bottles, pump bottles, different paintbrushes |  |
| **Malleable/Dough** | Flower pictures/mini-beast pictures/life cycle picturesIdeas book. |  |
| **Outdoor** | Mini beast HotelPlanting area | .natural materialsSpades, soil, plant pots, seeds, bird seed |

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| **Area of Learning** | Focused Activities | Resource Implications |
| **CAL** | Adult to play in role-play with children. Encourage interaction & taking on roles. Handle books carefully. Talk about story, predict ending etc. Adult role model. Ask questions. Use story sacks & c.ds.Phonic/rhyme games. Match objects to sound/letter. Letters & sound bk –phase1.Segmenting & blending. RWIRecognising and sorting objects by initial sound, rhyme books and initial sounds in wordsRead- The Smartest Giant in townJack & the BeanstalkA Squash & A squeezeThe Very Hungry CaterpillarMemory Game Puppets to re-tell stories. (Hungry caterpillar, Jack & Beanstalk etc)Use mark making to make a story map-chn to retell stories use their pictures as prompts. | Pictures, objects for initial sounds/rhymingThe Very Hungry Caterpillar book, puppets, DVD |
| Literacy | Letters & sounds-phase 1.RWI  oral segmenting & blendingH/A to use magnetic letters to begin forming CVC wordsRhyme games, sound gamesLetter/Sound focus. Trace letter in air. Look at things that begin with letter. Initial lettersBig draw- related to topic, interests and weekly learningHandling a book correctly. Adult role-model. Front cover & author Structure of a storyRead stories that focus on rhyme & alliterationPractise writing name/first letter. | Rhyming objects, picturesRWI resourcesReal objects for initial sounds |
| PSED | Circle time-‘Taking Turns, Emotions, L/A Linked to events, R.E & feelings, growing up-what aspire to be.Come & See; Gathering, Growth |  |
| Physical Development | Travelling in different waysBall skillsGames involving beanbags, quoits, hoops,Develop fine/gross motor skillsDough GymMaking DensFine motor/gross Motor exercisesGetting ready to write(Using swords/wands)Gloop/rainbow rice etc. Make marks/letters from name.Outdoors, bucket of water & large paintbrushes. Make marks/name etc spray bottles/ sugar shakers | Beanbags, quoits,Wands/swords/flowersPaintbrushes |
| Mathematics | The Very Hungry Caterpillar; days of the week, matching No to amount of food, Sequencing numerals Adding farm animals, flowers, begin to use understand a number sentenceRecognising that a numeral represents how many are in a groupButterfly (symmetry/pattern/Shape)Match numbered flower to numbered pot & put correct amount of flowers in numbered pot. Count and match ladybird spots to numeralNumber problems. E.g, ‘If one ladybird flew away. How many would be left?’Ordering numerals. What number is missing?Number BingoUse interests as a stimulus (animals, superheros etc – separate objectsInto diff groups, recognising that amount is still the sameNumber songs. Match shapes & find them in the environment.‘Feely bag’.’ Feel and match/name shapes.Guess how many? Ch. look at set of objects and guess how many they can see. Are the sets the same? | 2.D & 3.D shapes, Feely bag.Bug toys, magnifying glassesMinibeasts, ladybird bingo |
| Understanding the world | Planting bulbs, seeds and flowers.Look at photos of children as babies & as they were growing up. Look at photos of staff growing.Look at artefacts from when ch & staff were babies. Sequence.Sequence baby – adult pictures. Look at life cycle of animals, such as, frog & butterfly. (Real caterpillars!)Look at cycle of seeds, such as sunflower & broad beans.Experiments: 1. Celery/carnation in food colouring 2.Plant with no water/no lightLook at seeds etc in fruit & roots on vegetables. Go on a walk-look for insects, flowers etc.Interactive whiteboard-free choice & demonstrations/games IPADDisplay work. Seed pictures.Look at artist work (Monet garden etc& copy style) | . Pots, tubs, seeds, bulbs and flowers. Soil, watering can & tools.Photos, artefacts & booksLife cycle picturesToy life cycle Books, pictures, toys |
| EAD | Collage-gardenSketch fruit/flowersMother’s Day CardsCaterpillar/butterfly craftsMusical Activities; body percussion, movement to music, instruments to poetry ,songs, stories.Guess the sound/instrument | Different coloured card, tissue paper, pipe cleaners, decorative materialsRange of percussion instruments. |

FOCUSED ACTIVITES ARE SUBJECT TO CHAGE DEPENDING ON THE CHILDRENS INTERESTS