**Foundation Stage Medium Term Planning for Autumn 1 2020**

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| **Focus; Myself, Special People who help us**  **See PLODS and Weekly planning for child initiated play/ activities** | | | | |
| Personal, Social & Emotional Development | | | | |
| Making Relationships  16-26  • Plays alongside others.  • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.  • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.  22-36 months  Interested in others’ play and starting to join in.  • Seeks out others to share experiences.  30-50 Months  • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  COEL; Playing & Exploring  Initiating activities. | Self Confidence & Self Awareness  16-26  Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed.  • Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others).  • Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult.  22-36 months  • Separates from main carer with support and encouragement from a familiar adult.  • Expresses own preferences and interests.  30-50 Months  Can 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 community | | | Managing Feelings & Behaviour  16-26  • Is aware of others’ feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.  • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.  • Responds to a few appropriate boundaries, with encouragement and support.  • Begins to learn that some things are theirs, some things are shared, and some things belong to other people.  22-36 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.  30-50 Months  • Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  . |
| Communication, Language and Literacy | | | | |
| Listening& Attention  16-26  • Listens to and enjoys rhythmic patterns in rhymes and stories.  • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.  • Rigid attention – may appear not to hear.  22-36Months  • 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 | **Understanding**  **16-26**  • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.  • Understands simple sentences (e.g. *‘Throw the ball.*’)  22-36Months  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?’*)  • Responds to simple instructions, e.g. to get or put away an object.  • Beginning to understand ‘why’ and ‘how’ questions. | | Speaking 16-26 • Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’.  • Beginning to put two words together (e.g. *‘want ball’, ‘more juice*’).  • Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*).  • Beginning to ask simple questions.  • Beginning to talk about people and things that are not present.  22-36 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 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.  • Questions why things happen and gives explanations. Asks *who, what, when, how.*  COEL; Playing & Exploring  Taking on a role in their play | |
| Understanding the World | | | | |
| People & Communities  16-26  . • Is curious about people and shows interest in stories about themselves and their family.  • Enjoys pictures and stories about themselves, their families and other people.  22-36Months  Has 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.  COEL;Playing & Exploring  Representing their experiences in play  Taking on a role in their play | **The World**  **16-26**• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.  • Remembers where objects belong.  • Matches parts of objects that fit together, e.g. puts lid on teapot.  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 environment  30-50 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  COEL• Creating & Thinking Critically  Using senses to explore the world around them | | | Technology 16-26  • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.  • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.  22-36 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.  COEL;Active Learning  • Maintaining focus on their activity for a period of time |
| Physical Development | | | | |
| **Moving and handling**  **16-26**  Walks upstairs holding hand of adult.  • Comes downstairs backwards on knees (crawling).  • Beginning to balance blocks to build a small tower.  • Makes connections between their movement and the marks they make.  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.  • 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 name. | | **Health and self-care**  **16-26**  • Develops own likes and dislikes in food and drink.  • Willing to try new food textures and tastes.  • Holds cup with both hands and drinks without much spilling.  • Clearly communicates wet or soiled nappy or pants.  • Shows some awareness of bladder and bowel urges.  • Shows awareness of what a potty or toilet is used for.  • Shows a desire to help with dressing/undressing and hygiene routines.  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  • Understands that equipment and tools have to be used safely.  • 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. | | |
| EAD | | | | |
| **Exploring and using media and materials**  **16-26**  • Begins to move to music, listen to or join in rhymes or songs.  • Notices and is interested in the effects of making movements which leave marks.  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.  • Explores colour and how colours can be changed.  • 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 Learning  Persisting with activity when challenges occur  Showing satisfaction in meeting their own goals | | **Being imaginative**  **16-26**  • Expresses self through physical action and sound.  • Pretends that one object represents another, especially when objects have characteristics in common  22-36 Months  Beginning 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 words.  COEL; Playing & Exploring  • Showing particular interests  Taking on a role in their play | | |
| Mathematical Development | | | | |
| **Number**  **16-26months**  • Knows that things exist, even when out of sight.  • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.  • Says some counting words randomly.  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.  • 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.  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.  • 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.  • Finds the total number of items in two groups by counting all of them. | | **Shape & Space & Measure**  **16-26**  • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.  • Uses blocks to create their own simple structures and arrangements.  • Enjoys filling and emptying containers.  • Associates a sequence of actions with daily routines.  • Beginning to understand that things might happen ‘now’.  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.  • Uses positional language.  • 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.  •  • Uses everyday language related to time.  • Orders and sequences familiar events. | | |
| **Literacy** | |  | | |
| **Reading**  **16-26months**  • Interested in books and rhymes and may have favourites.  22-36months (New Chn)  • 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.  • Describes main story settings, events and principal | | **Writing**  •22-36  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. | | |

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | My Learning wall –individual boxes displaying children’s interests/accomplishments |  |
| **Reading** | 1 traditional tale story basket (Goldilocks & the three Bears)–inc masks, props |  |
| **Maths** | Dinosaur maths  Dinosaur numeral,  Focus on matching quantity to a numeral  Counting  How many altogether  Size; use cubes to measure height  Smallest to tallest | Dinosaurs to count  Different size dinosaurs  Cubes |
| **Workshop** | Different scissors, different sized writing materials  Mask templates.  Body templates, Art straws to make puppets, Autumn resources  Ideas book | Diff scissors, pencils  Mask templates, autumn resources; conkers, acorns, seeds, etc, puppet resources |
| **Writing** | Add different sized writing tools  Face templates, I like templates,  People who help us, writing templates, pencil control,  Christening cards, invitations,  Writing material linked to interests; eg; PJ Masks, Paw Patrol,, Peppa Pig, Frozen, Super Heroes, Toy Story, | Diff sized pencils, pens  Christening cards, invitations |
| **Role Play** | Doctors surgery end of ½ term if children are settled! |  |
| **Painting** | Myself templates  Self portraits  Different sized paintbrushes, autumn colours, autumn leaves, leaf shaped paper | leaves/ leaf templates |
| **Creative** | block paints, pastels, Powder Paint, Spray bottles, pump bottles, different paintbrushes, sponges  (Focused Activity) | As stated |
| **Malleable/Dough** | 5 Currant bun bakery  5 currant bun numerals  Resources for currants, cherries  Scales, rhyme, instructions to make currant buns,  Foam, cornflower, coloured sand etc. Paint brushes-variety of thickness, scrapers  Natural materials |  |
| **Fine motor** | Link with Myself- face templates, make a face using natural materials  Bears – match colours using tweezers  Threading, scissor snips, cheerio’s on a straw  Focus table to have autumn based numbers 1-5 autumn seeds, conkers, acorns to use over the number-sand tray to trace number | As stated |
| **Outdoor** | Bug Area: add laminated pictures of diff bugs to find, writing materials to search for bugs, magnifying glasses  Gravel in trough, diggers, construction vehicles | As stated  Gravel, construction vehicles, people |
| **Topic** | **Myself:** labelled body parts, books,pictures of what the children like/don’t like  **People who help us:** books, different small world people who help us, police, fire fighter, doctor/nurse role-play  **Autumn**- interactive table-autumn animals, acorns, conkers, leaves, stories |  |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | Toilet time, cleaning hands, staying safe, germs  Snack Time  .Circle Time  Routines  .Rules- Mr Potato head class rules  .Come & See (Family, Baptism,)  .Myself  Make playdough.  .Different events & Festivals | Mr Potato Head in each Register Room |
| CAL | Listening & Attention games;  Letters & sounds-phase 1  Rhyme games, Sound bingo,  Speaking baskets (snack area)- add different objects encourage chn to  describe, speak of their own experiences  (Intervention)  .Speaking and Listening-use speaking object(Lola Ladybird)  Eye spy bottles  Semantic Sheet- understanding  Mystery box  Weekly news  Myself bag – (show and tell about their favourite things) | Chunky chalks, pens,  Snack table pictures (talking prompts) |
| Physical Development | .Funky Fingers  Threading, cutting, using tweezers  Big draw  .Bucket challenge - firefighter  .Colour Games; Statues, Firework Game,  .Parachute Games  .Spatial awareness  Simon says (body parts)  Traffic Lights | Tweezers, beads etc  Large amount of dough (head size x5)  Parachute  Ingredients for cooking |
| Literacy | Handling a book correctly. Adult role-model. Front cover & author  Encourage chn to join in with repeated phrases  Role-play stories, using puppets, masks  Rhyming Games  Read Books- Goldilocks & the 3Bears, Charlie the firefighter,  The Gruffalo  Autumn stories  Nursery rhymes- using puppets, figures in a feely bag  .Trace over name or initial letter of name  Big draw | Nursery Rhyme puppets objects in feely bag |
| Mathematical Development | .5 Currant buns, how many currants, put 4 currants in your bun etc  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  .Recognise numerals 0-5, 5-10  Shape o saurus  Objective led (dinosaur count)  Height chart  Compare measurements | Candles, spiders, jelly, |
| Understanding the world | People who help us  Learn about different roles in the community and how they help us  Police, fire-fighter, nurse/doctor, lollypop person etc  All about me; likes, dislikes, family, everybody is different | Photographs, special people flash cards, finger puppets |
| EAD | .Make props to support topics and learning;  .Workshop-interact. Demonstrate planning & making. Reviewing & modifying. Demonstrate how to join & build etc.  Autumn collage  Textured artwork  Paper plate faces  Body collage  Link – to children’s own interests | Powder Paint, spray, pump bottles  Range of scissors, glue (developmental ability)  Paper, card, decorating resources, |

FOCUSED ACTIVITES ARE SUBJECT TO CHAGE DEPENDING ON THE CHILDRENS INTERESTS