**Foundation Stage Medium Term Planning: Summer 2 2021**

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| **Focus; Summer/travel**  **See PLODS and Weekly planning for child initiated play/ activities** | | | | | |
| Personal, Social & Emotional Development | | | | | |
| Making Relationships  22-36 months (New chn)  Interested 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  • Takes steps to resolve conflicts with other children, e.g. finding a compromise  COEL  Playing & Exploring **Finding out and exploring**  • Showing curiosity about objects, events and people | Self Confidence & Self Awareness  22-36 months  • Separates from main carer with support and encouragement from a familiar adult. (New Chn)  • 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  • Is more outgoing towards unfamiliar people and more confident in new social situations.  • Shows confidence in asking adults for help.  40-60  Confident to speak to others about own needs, wants, interests and opinions  COEL  Playing & Exploring **Finding out and exploring**  Showing particular interests | | | Managing Feelings & Behaviour  22-36 months (New Chn)  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  Aware of the boundaries set, and of behavioural expectations in the setting. | |
| Communication, Language and Literacy | | | | | |
| Listening& Attention  22-36Months  • Listens with interest to the noises adults make when they read stories.  30-50 Months  • Listens to others one to one or in small groups, when conversation interests them.  •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  • Maintains attention, concentrates and sits quietly during appropriate activity | **Understanding**  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?’*)  . • 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  • Responds to instructions involving a two-part sequence.  Listens and responds to ideas expressed by others in conversation or discussion | | | Speaking 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.  • 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*  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  • Introduces a storyline or narrative into their play  COEL; Playing & Exploring  Taking on a role in their play  Acting out experiences with other people | |
| **Literacy** | | | | | |
| **Reading**  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 characters.  • Recognises familiar words and signs such as own name and advertising logos.  • Knows information can be relayed in the form of print.  • Knows that print carries meaning and, in English, is read from left to right and top to bottom. | | | **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.  **COEL: Active Learning**  **Being involved and concentrating**  • Maintaining focus on their activity for a period of time  .Showing satisfaction in meeting their own goals | |  |
| 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 name  40-60months  • Experiments 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.  • Handles tools, objects, construction and malleable materials safely and with increasing control.  • Shows a preference for a dominant hand.  • • Begins to form recognisable letters.  • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  COEL Playing & Exploring  **Being willing to ‘have a go’**  • Initiating activities | | **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  • Usually dry and clean during the day.  • Shows understanding of how to transport and store equipment safely.  • Practices some appropriate safety measures without direct supervision  COEL Playing & Exploring  Showing 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 jumps  40-60 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.  COEL; Active Learning  Paying attention to details  Creating& thinking critically  **Making links**  • Making links and noticing patterns in their experience  .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. | | | |
| Understanding the World | | | | | |
| People & Communities  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.  • 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  40-60Months  Enjoys joining in with family customs & Routines.  COEL;Playing & Exploring  Representing 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 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.  • Developing an understanding of growth, decay and changes over time.  • Shows care and concern for living things and the environment.  40-60  Looks closely at similarities, differences, patterns and change.  COEL• Creating & Thinking Critically  Making predictions  Using senses to explore the world around them | | | Technology 22-36 Months  • Seeks to acquire basic skills in turning on and operating some ICT equipment.  • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.  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.  40-60  • Completes a simple program on a computer.  COEL;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 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.  40-60Months  Constructs with a purpose in mind, using a variety of resources  COEL; Active Learning  Persisting with activity when challenges occur  Showing satisfaction in meeting their own goals  Creating& thinking critically  Thinking of ideas  • Finding ways to solve problems  Planning, making decisions about how to approach a task,  solve a problem and reach a goal | | **Being imaginative**  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.  • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  40-60Months  Introduces a storyline or narrative into their play.  • Plays alongside other children who are engaged in the same theme.  • Plays cooperatively as part of a group to develop and act out a narrative.  .  COEL; Playing & Exploring  • Showing particular interests  .Representing their experiences in play  • Taking on a role in their play  • Acting out experiences with other people | | | |

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
| **Displays** | Our Working Wall (cont to add/change)  Characteristics of effective learning (cont to add/change) |  |
| **Reading** | Story sacks, puppets  Story shelf (in small world)  Advertising Logos  Add props etc for chn to Role play –Story baskets | As stated |
| **Maths** | Dinosaur maths –linked to interests  1 more, 1 less, addition  Measurement – how many cubes tall is the dinosaur? How many cubes long is the dinosaur?  New maths task cards  New maths books  Writing resources | Dinosaurs  As stated |
| **Fine Motor** | Add shells to fine motor with large numerals  Ice –lollies with numerals  The Vey Hungry Caterpillar  Threading/challenge cards  Fairies  Superheroes | as stated |
| **Workshop** | Resources to make ice-lollies, ice-cream, drinks for ice-cream parlour  Sun glasses  Sand, to make beach pictures  Shells to paint  Boxes/containers/bottles plastic tubs to make different forms of transport/ holiday home aeroplane/caravan/boat/tent/hotel  Ideas book |  |
| **Small World** | The Gruffalo –story shelf  Props to make different homes  Writing materials |  |
| **Sand** | Numbers on shells/ sieves  Tweezers  Windmills | Tweezers Letters/grabbers numbers  windmills |
| **Water** | Sea creatures, new fish, fishing rods  Sinking/ floating  Diff sized sieves  Empty bottles of diff sizes  Food colouring/ bubbles/  Pipettes  Letters/numbers |  |
| **Mark Making** | Postcards, friendship cards, holiday colouring pictures, holiday brochures, envelopes,  Letter writing  Writing/ drawing materials Linked to personal interest(superhero’s, princesses) diff size pens  Small books to write  Pictures to sequence from stories  Letter Tracing  CVC words to trace/copy | Girls/boys writing materials, pens, pencils (diff sizes H,M,L) |
| **Role Play** | Superhero – link to PSED  Super hero (batcave, batman vehicles, Turtles, dress up costumes)  Writing station  Alfie & Alice dressed up as Superheroes | As stated |
| **Creative** | block paints, pastels, Powder Paint, Spray bottles, pump bottles, different paintbrushes, sponges | As stated |
| **Malleable/Dough** | Ice –cream parlour (diff coloured dough, sprinkles, ice lolly sticks)  Diff bowls/sundae glasses, wooden ice-lollies, scoops, writing materials; menu’s, order notepads, ice-cream writing templates, till  Measuring scales, task cards, cook book, writing materials .  Foam, cornflower, coloured sand etc. Paint brushes-variety of thickness, scrapers  Natural materials |  |
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| **Outdoor** | Outside Ice-Cream parlour  Diff bowls/sundae glasses, wooden ice-lollies, scoops, writing materials; menu’s, order notepads, ice-cream writing templates, till  Mark-Making organiser; chunky chalks, paintbrushes, small pots for water painting, feltips, pencils, crayons, scissors, paper, colouring pages, writing materials  Large sand pit  Open ended resources in construction/den making area.  Stage Area- costumes –music, instruments  Planting area  Reading Garden  Bug area | , paintbrushes, chunky chalk, felt tips, pencils etc  Buckets, sieves, diff size utensils, spades, wellies, natural materials  natural materials  Spades, soil, plant pots, seeds, bird seed  Bug Investigation Caddy |

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| **Area of Learning** | Focused Activities | Resource Implications |
| **CAL** | Adult to play in role-play with children, model language, provide narrativeEncourage interaction & taking on roles Speaking activities; related to holidays, personal interests  S&L games; “I’m going on holiday in my suitcase I am going to take ….”  Kim’s game- use holiday items(sun lotion, costume/trunks, sunglasses etc)  Opportunities to ask questions, prompt chn to ask questions  Share weekend/holiday news in small groups  Use talking partners  Follow simple instructions  Tell me about  Mystery box  I wonder what… | Adult |
| **Literacy** | Handle books carefully. Talk about story, predict ending, characters, story setting etc.  Chn to act out traditional stories (Goldilocks, The Three Billy Goats Gruff, Little Red Riding Hood)  Adult role model. Ask questions. Use story sacks & c.ds.  Phonic/rhyme games. Match objects to sound/letter. Letters & sound bk –phase1/2  Continue RWI-for all chn moving to R  Letter/Sound focus. Trace letter in air. Look at things that begin with letter.  Initial letters- sound circles- match objects that begin with initial sound (m,a,s,d,t,I,n,p,g,o,c,k)  Segmenting & blending- CVC words (Reading & Writing)  rhyme books and initial sounds in words  Re-tell/re-enact story.    Sequencing events from a story on paper/ IWB  Read-Holiday stories, Traditional Tales, Rhyming stories  Fine motor/gross Motor exercises  Getting ready to write(Using swords/wands)  Outdoors, bucket of water & large paintbrushes. Make marks/name etc  spray bottles/ sugar shakers  Writing for different purposes; Friendship cards, Fathers day cards ,postcards, Posters, Thank you cards, menu’s, ice-cream orders, shopping lists, telephone messages, invitations for Leaver’s Assembly, | Books  Rhyming objects  Pictures, objects for initial sounds/rhyming |
| PSED | Circle time:  Linked to events, stories Come & See; Friendship, what makes a good friend, how to make up & say sorry, Our World  Transition to Reception |  |
| Physical Development | P.E-Warm up, floor work & cool down.  Travelling in diff ways & speed.  Balancing.  Stop & follow instructions.  Moving over, under, through etc.  Parachute games & ring games.  Outside-building obstacle courses, dens, ships etc. Linked to chn Interests & stories  Develop fine/gross motor skills  Write letters from their name, CVC words  Making Dens, boats, caravans, aeroplanes |  |
| Mathematics | Shape/colour matching game/ diff levels  Measure- using varying units of measure, hands, feet, ruler length etc  Weight heavy/light using scales  Can you put ….. people in the plane, (word problems)  No recognition- using a telephone  How many ice cream scoops can you fit into a sundae dish?  Can you make a sundae with 2 scoops of strawberry & 3 scoops of vanilla?  Match the ice –cream to numeral  Write price tags  Can you find the shell with number 1,2,3,4,5,etc on?  Sequence the shells starting with 1.  Who can make a tall hotel? How many blocks did you use?  Can you make a sandcastle with 1-10 flags?  Use the fishing net to catch 1-10 fish? Match the numeral  Who has caught the most/least/ biggest/smallest fish?  Order the sea creatures starting with smallest to biggest  Games. For example, bingo, pairs, number etc  Questioning & lang to differentiate | 2. D & 3.D shapes, Feely bag.  Bug toys, magnifying glasses |
| Understanding the world | Floating & Sinking (continue)  Look at maps/ globe  Forms of transport/travel- different experiences  Focus on Spain; compare to UK  Pack a suitcase-what would you need to take to Spain?  Interactive whiteboard-free choice & demonstrations/games  IPAD to develop ICT/Mathematic skills  Display work.  Continue with bug hotel/minibeast hunt | Objects that float/sink |
| EAD | Musical Activities; body percussion, movement to music, instruments to poetry, songs, stories.  Guess the sound/instrument  Change sounds of instruments  Copy/develop rhythms  Large scale build-using recyclable materials (provide a stimulus, can you make an aeroplane?)  Use sand to create a beach scene (diff textures)  Underwater collage  Ice-cream/ice-lolly crafts  Paint shells-mix diff paints  Crafts related to travel; boat, plane, car  Weaving ribbon  Make garden decorations |  |