**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 Relationships22-36 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 compromiseCOELPlaying & Exploring **Finding out and exploring**• Showing curiosity about objects, events and people | Self Confidence & Self Awareness22-36 months• Separates from main carer with support and encouragement from a familiar adult. (New Chn)• 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 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 COELPlaying & Exploring **Finding out and exploring**Showing particular interests | Managing Feelings & Behaviour22-36 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 40-60Aware 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• 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** 22-36MonthsUnderstands 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• Responds to instructions involving a two-part sequence.Listens and responds to ideas expressed by others in conversation or discussion | 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*Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.• Introduces a storyline or narrative into their playCOEL; Playing & ExploringTaking on a role in their playActing 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 name40-60months• 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 formedCOEL 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 supervisionCOEL 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.COEL; Active LearningPaying attention to detailsCreating& 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*’.40-60Beginning 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 family40-60MonthsEnjoys 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.40-60Looks 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.• 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 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.40-60MonthsConstructs with a purpose in mind, using a variety of resourcesCOEL; Active LearningPersisting with activity when challenges occurShowing satisfaction in meeting their own goalsCreating& thinking criticallyThinking of ideas• Finding ways to solve problemsPlanning, making decisions about how to approach a task,solve a problem and reach a goal | **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.40-60MonthsIntroduces 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 LogosAdd props etc for chn to Role play –Story baskets  | As stated |
| **Maths** | Dinosaur maths –linked to interests 1 more, 1 less, additionMeasurement – how many cubes tall is the dinosaur? How many cubes long is the dinosaur? New maths task cards New maths booksWriting resources  | Dinosaurs As stated |
|  **Fine Motor** | Add shells to fine motor with large numerals Ice –lollies with numerals The Vey Hungry CaterpillarThreading/challenge cards Fairies Superheroes  | as stated  |
| **Workshop** | Resources to make ice-lollies, ice-cream, drinks for ice-cream parlourSun glasses Sand, to make beach picturesShells to paintBoxes/containers/bottles plastic tubs to make different forms of transport/ holiday home aeroplane/caravan/boat/tent/hotelIdeas book |  |
| **Small World** | The Gruffalo –story shelf Props to make different homes Writing materials  |  |
| **Sand** | Numbers on shells/ sieves TweezersWindmills  | Tweezers Letters/grabbers numberswindmills |
| **Water** | Sea creatures, new fish, fishing rodsSinking/ floating Diff sized sievesEmpty bottles of diff sizes Food colouring/ bubbles/ PipettesLetters/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 storiesLetter Tracing CVC words to trace/copy | Girls/boys writing materials, pens, pencils (diff sizes H,M,L) |
| **Role Play** | Superhero – link to PSEDSuper hero (batcave, batman vehicles, Turtles, dress up costumes)Writing stationAlfie & 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, tillMeasuring 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 parlourDiff bowls/sundae glasses, wooden ice-lollies, scoops, writing materials; menu’s, order notepads, ice-cream writing templates, tillMark-Making organiser; chunky chalks, paintbrushes, small pots for water painting, feltips, pencils, crayons, scissors, paper, colouring pages, writing materialsLarge sand pitOpen ended resources in construction/den making area.Stage Area- costumes –music, instruments Planting areaReading GardenBug area | , paintbrushes, chunky chalk, felt tips, pencils etcBuckets, sieves, diff size utensils, spades, wellies, natural materialsnatural materialsSpades, soil, plant pots, seeds, bird seedBug 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 rolesSpeaking activities; related to holidays, personal interestsS&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 questionsShare weekend/holiday news in small groupsUse talking partnersFollow simple instructionsTell me aboutMystery boxI 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 –phase1/2Continue RWI-for all chn moving to RLetter/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 wordsRe-tell/re-enact story. Sequencing events from a story on paper/ IWBRead-Holiday stories, Traditional Tales, Rhyming storiesFine motor/gross Motor exercisesGetting ready to write(Using swords/wands)Outdoors, bucket of water & large paintbrushes. Make marks/name etc spray bottles/ sugar shakersWriting 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,  | BooksRhyming objectsPictures, 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 WorldTransition 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 & storiesDevelop fine/gross motor skillsWrite letters from their name, CVC wordsMaking Dens, boats, caravans, aeroplanes |  |
| Mathematics | Shape/colour matching game/ diff levelsMeasure- using varying units of measure, hands, feet, ruler length etcWeight heavy/light using scalesCan you put ….. people in the plane, (word problems)No recognition- using a telephoneHow 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 numeralWrite price tagsCan 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 numeralWho has caught the most/least/ biggest/smallest fish?Order the sea creatures starting with smallest to biggestGames. For example, bingo, pairs, number etcQuestioning & lang to differentiate | 2. D & 3.D shapes, Feely bag.Bug toys, magnifying glasses |
| Understanding the world | Floating & Sinking (continue)Look at maps/ globeForms of transport/travel- different experiencesFocus 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 skillsDisplay 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/instrumentChange sounds of instruments Copy/develop rhythmsLarge scale build-using recyclable materials (provide a stimulus, can you make an aeroplane?)Use sand to create a beach scene (diff textures)Underwater collageIce-cream/ice-lolly craftsPaint shells-mix diff paintsCrafts related to travel; boat, plane, carWeaving ribbonMake garden decorations  |  |