Foundation Stage Medium Term Plan SSPP

**Class Owens and Adams Spring Term 1 2024 Mrs Bavin and Mrs Roberts**

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| **Characteristics of learning**  **Playing & Exploring**-  Plan and think ahead about how they will explore or play with objects Make independent choices.  Respond to new experiences that you bring to their attention. Bring own fascinations into Early Years setting.  **Active learning-**  **Begin to predict sequences because they know routines**  Keep on trying when things are difficult  **Use a range of strategies to reach a goal they set themselves.**  **Begin to correct their mistakes.**  **Participate in routines.**  **Show goal-directed behaviour.**  Creating & thinking critically-  Use pretend play to think beyond the ‘here and now’ and to understand another perspective Review their progress as they try to achieve a goal. Check how well they are doing.  Solve real problems.  Know more so feel confident coming up with own ideas. | | | | | |
| **Personal, Social and Emotional Development**  Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Do not always need an adult to remind them of a rule.  Build constructive and respectful relationships    PSHE Scheme: Keeping myself safe | | | **Communication and Language**  Connect one idea or action to another using a range of connectives.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use longer sentences of four to six words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Can start a conversation with an adult or friend and continue it for many turns  Use new vocabulary through the day  Listen to and talk about stories to build familiarity and understanding  Intervention activities from Wellcomm | | |
| **Literacy**  Book focus-We’re going on a bear hunt.  The Very Hungry Caterpillar  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Spell words by identifying the sounds and then writing the sound with letter/s.  Understand the five key concepts about print; 1. Print has meaning.   1. Print can have different purposes. 2. We read English left to right and top from bottom. 3. Name different parts of a book. 4. Page sequencing.   Develop their phonological awareness so they can;   * + Spot & suggest rhymes   + Count or clap syllables in a word   + Recognise words with the same initial sound, such as mother and money.   Engage in extended conversation about stories and | | **FOCUS**      **Nursery**  **Rhymes/rhymes**  **2024** | | **Mathematics**  Maths Mastery of numbers 9+  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’,  ‘corners’; ‘straight’, ‘flat’, ‘round’  Understand position through words alone, for example, ‘The bag is under the table’.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’  Make comparisons between objects relating to size, length.  Extend & create ABAB patterns-stick, leaf, stick, leaf,  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, then.  Select shapes appropriately  Notice and correct an error in a repeating pattern Count objects, actions & sounds. | |
| learning new vocabulary.  Write some or all of their name  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read a few common exception words matched to school’s phonic programme.  Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Read some letter groups that each represent one  sound and say the sound eg sh ch th  Has a modified/static tripod grip | |  | | Subitise.  Link the symbol (numeral with its cardinal value).  To count beyond 10.  To compare numbers to 10  Automatic recall number bonds to 10  To understand the ‘one more than/one less than’ relationship between consecutive numbers.  Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–  10.  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns.  Compare length, weight and capacity | |
| **Understanding the world**  Talk about what they see, using a wide range of vocabulary  Show an interest in different occupations. Continue to develop positive attitudes about the differences between people.  Name and describe people who are familiar to them.  Understand that some places are special to members of their community.  Understand the changing seasons on the natural world around them.  Draw information from a simple map.  Explore how things work.  Use all their senses in hands om exploration of natural materials.  Compare and contrast characters from stories, including figures from the past Explore the natural world around them Describe what they see, hear and feel whilst outside | **Physical Development**  Use a static tripod grip.  Be increasingly independent as they get dressed and undressed eg  putting coats on  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. | | | | **Expressive Arts and Design**  Explore different materials freely, in order to develop their ideas about how to use them and what to make Explore colour and colour mixing Listen with increased attention to sounds  Explore and engage in music making and dance, performing solo or in a group  Listen attentively, move to ad talk about music, expressing their feelings  and responses  Sing in a group or on their own, increasingly matching the pitch and following the melody. |

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | **Resource Implications** |
| Creative | Add pictures from artists/sculptures/stimuli to draw/paint/sculpt.  Variety of mediums.  Colour mixing & textures | As stated (Matisse)  Moore  Palettes. |
| Reading | Focus-We’re going on a bear hunt  The Little Mouse & The Red Wall Nursery rhyme books, puppets, character hats & tapes. | Resources linked to selected book. For example puppets/writing frames/story sequencing cards. |

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|  | Rhyme books, non-fiction books, books of interest to children.  Story boxes. |  |
| Role-play | Chinese restaurant enhancement box Shop  Hospital | Food, clothes, menu, till, plates etc. Till, money, price tags, baskets, lists etc.  Hospital box, outfits etc |
| Play dough/Malleable | 2-D shape cutters to make food for picnics/ party, letter and number mats to practise letter /number formation. Dough mats linked to stories.  Link with Chinese NY  Valentines  Nursery Rhyme mats/tasks | As stated |
| Fine motor | Variety of toys to push/twist/pull & squeeze.  Peg boards & pegs.  Threading.  Tweezers & objects. Chop sticks & objects.  Cheerios/stick.  Fine motor linked to Stories | As stated |
| Writing | Letter templates, invitations, cards/note pads etc.  Enhancements relating to different story characters e.g. The Bear Hunt, Little Mouse…/Chinese NY & nursery rhymes. | Resources to make own books.  Phonic cards/word banks.  Variety of pens.    Note pads, sticky notes, character stickers/stamps etc |
| Workshop | Linked to focus/ story of the  week/Nursery Rhymes  Cutting skills  Chinese NY  Linked to ch interests | As stated . |
| UTW | Chinese new year display.  Winter interactive display Interactive display linked to changes/growth etc.    Police/fire engine to visit?  Nurse to visit-hand hygiene.  Ambulance visit.  Magnets/pushing & pulling Comparing own environment to others | Chinese artefacts, pictures etc Artefacts/photos & books. Winter animals, fake snow/ice, books.  As stated. For example, growing seeds.        Own environment to China, Antarctica. |
| Small world/blocks | Add props to link to stories  Story shoe boxes        Found materials/tubes/pipes etc.  Maps/large paper to create own | Book, resources to make a scene, small figures/animals etc linked to book. For example Thomas the Tank.  As stated. |
|  | maps.    Landmarks pictures/artefacts, such as Statue of Liberty, Big Ben.  Nursery rhyme task cards, such  as ‘Can you build a new wall for  Humpty Dumpty’ | As stated |
| Maths | Number rhyme puppets & interactive displays linked to number rhymes.    Maths Mastery- number per week enhancements  Focus on number recognition, counting and 2-D/3-D shapes.  Pattern making-natural materials  Count out objects | Number puppets, shape resources, hoops for sorting, animals for counting.    Variety of sized/type bugs/boxes Conkers, fir cones, sticks, shells, pebbles etc. |
| Read Write Inc | Phonic activities linked to RWI  (word-time) bingo games. Link with the role play area | Bingo boards, counters, magnetic letters, mini-whiteboards/pens, green word cards. Matching objects to correct sound. |
| Outdoor | See outdoor rota on wall    Mark-making, water and sand - animals for different habitats.    Den-making – add story/nursery rhyme character props, empty boxes for imaginative play.    2-D shapes to create patterns, pictures, buckets and bean-bags for games and counting/number recognition.    Mud Kitchen    Link with children’s interest | Chunky chalks, sea life for water, crabs, lizards for sand, desert habitats.    Bowls, picnic blankets, baskets, metal pots to create characters houses or spaceships/ robot costumes.    Games trolley. |

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| **Area of Learning** | **Focused Activities** | **Resource Implications** |
| Literacy | RWI (split groups)    Continue to develop reading skills, recognising keywords in text, pointing to words when reading, using song birds,Literacy Links, ORT etc – simple sentences.    Developing knowledge of sounds and letters through painting, dough, chalk, games etc.    Practice writing – using letters, keywords, name (copying and then from memory). | Letter cards, green & red words, magnetic letters, whiteboard/pens, ditty books, pointers  Bingo, pairs game, jigsaws, ORT reading scheme and Literacy Links etc.    As stated |

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|  | Keyword games. Bingo, snap, pairs etc    interact in areas & write for purposes.    Story box-select stories & themes to inspire writing.    Writing/sequencing pictures linked to Nursery Rhymes. | Nursery rhyme tapes, Nursery rhyme game – tape. Chalk, paint etc.  Whiteboards, pens, magnetic letters,    Nursery rhyme worksheets, wishing well templates.      Blank big book & pens.      Story box, wand, magic dust, books & props |
| Maths    (Link with Maths  Mastery. Number per week)    Recap on 0-9  Start new focus on 9+ | Counting forwards to and back from 10, then 20. e.g. clapping, touching knees, counting stick, fingers, pass teddy around circle, countdown game.    Ordering numbers. e.g. clothes on washing line, number cards, number ducks, jigsaws. Number rhymes. children show on number fan correct numeral.    Games-number/set bingo. Catch the duck-what number on duck?    Shape games, bingo, snap, pairs, shape hunt, shape pictures.    Ordering size of bowls, spoons etc.    Zoo numbers 10 & 0. Plus animal numbers 11-20  Activities linked to number of week. Begin addition activities, combining two groups up to 5-10.      Making patterns/pattern with tessellation shapes & natural materials.    Mathletics - maths games.    Weekly focus activity linked to the number of the week    Playdough cards - Can you make 6 jam tarts, can you make 7 sausages etc.    Small world – counting/sorting wild/farm animals. Ordering by size.    Part part whole strategy    Subitise activities    MATHS MASTERY OF NUMBERS 10-20 | Games    Number fans, flashcards.    2-D and 3-D Shapes & games.    Teddy.    Tessellation shapes & natural materials    Dough task cards.    Animals.                            Bugs/variety of sized boxes/number cards/whiteboard/pens |
| UTW | Barnaby bear – visits China. Identify key features of country. Taste sweet & sour sauce, rice and | Slide show, artefacts, photos, books, food, templates, collage |
|  | noodles. Make lanterns, masks, dragon puppet, Chinese writing, streamer etc.  Look at features in their environment. Go for a walk outside of school. Talk about features they like/dislike.  To experiment with gelli, goop & ice. Talk about how solid turns into a liquid.  Identifying toys you push/pull. Toys from past/present. Make bird food. technology walk around school. Take photos of technology, such as phone, fax, cd player. How do you use it? Try it.  Learn about Florence Nightingale  Visit from ambulance? Fire fighters? | material etc.      Photos of environment.      Gelli, tray, flour, ice etc. Bowl of water, towel.  Objects/toys. Set rings.  Record sheet.    Lard, seeds, yogurt pot/string etc.  Seeds/bulbs/pots/soil etc  Photos/books/power point |
| Expressive Arts and  Design | To sing Nursery Rhymes.  To play instruments in time to the beat. To create collage pictures using a variety of materials.  Make a spiders web  Work in style of artist/sculpture.  Colour mixing/tones  Change sounds of instruments. | Nursery rhymes and characters.  Instruments.  Variety of materials.  Watered down pva, black sugar paper, silver glitter.  paint, paintbrushes, palettes |
| Physical Development | PE sessions weekly-sports coach  Using a variety of one handed tools  Develop hand grip/use a pencil grip if needed Fine motor activities | Scissors, cutter, fork, knife,  paintbrush, stapler etc    Weekly activities linked to planning/interests/fine motor skills |
| Communication & Language | Picture News-weekly  Talking tubs  Book of the week  Wellcomm  Circle time-linked to Come & See/Scarf  Word of the week-send home too Stories/games with rhyme Learn rhymes/poems and songs. Sing Nursery Rhymes | Tub & objects linked to talking tub/interests/topics/interesting objects etc    See Come & See/Scarf planning    Stories/games/poems etc |
| P.S.E.D | Class Rules  Come and See  Scarf  Turn taking-games.  Activities linked to feelings  Activities linked to  Different celebrations, stories, visit to church, key words etc.  Well-being time-daily  Managing own hygiene-Brushing teeth/washing hands/eating healthy/good sleep pattern | Come and See      Feelings books            Books/activities linked to brushing teeth/eating healthy etc |

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