
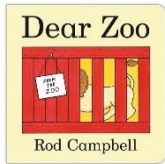
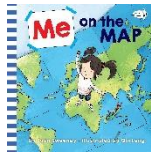

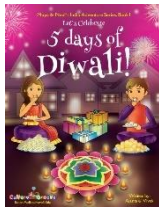


**Medium Term Planning Term 1
Foundation Stage**



**IT'S GOOD TO BE ME!
What do I know about me?**

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Shared Reading Focus	Whole class reading Can you listen attentively to stories at an appropriate interest level?	Whole class reading Can you listen attentively to stories at an appropriate interest level?	 Can you join in with a familiar story?	 Can you talk about main points or key events in a simple text?	 Can you draw picture of your house?	 Can you explain what happens to the leaves in Autumn?	 Can you recall one fact about Diwali?
Essential Letters and Sounds Phonics		Can you recognise and name these graphemes? s a t p	Can you recognise and name these graphemes? i n m d	Can you recognise and name these graphemes? g o c k	Can you recognise and name these graphemes? c k e u r	Assessment and review	Can you recognise and name these graphemes? h b f ff l ll
White Rose Maths supported by NCETM Numberblocks	Baseline Opportunity to settle in, into the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language			Introduce 1 Can you recognise the numeral 1? Can you Identify the quantity 1 (the oneness of 1)? Can you name and identify a 1p coin?	Introduce 2 Can you recognise the numeral 2? Can you identify the quantity 2 (the twoness of 2)? Do you know that 2 is 1 more than 1?	Introduce 3 Can you recognise the numeral 3? Can you identify the quantity 3 (the threeness of 3)? Do you know that 3 is 1 more than 2?	Consolidate to 3 Can you count to 3 – forwards and backwards using the 1 to 1, the stable order, the cardinal, the abstraction and the order-irrelevance

				<p>Do you identify and select a circle from a set of flat shapes?</p>	<p>Do you know that 1 + 1 is 2? Know that 2-1 is 1 Do you know recognise a 2p coin and understand it is equivalent to 2 x 1ps? Can you find 2 on the clock? Can you continue 2 step repeating patterns?</p>	<p>Do you know that 3 is 2 more than 1? Do you know that 1 + 2 (or 2+1) is 3? Do you know that 3-1 is 2 and 3-2 is 1? Can you find 3 on the clock? Do you understand number conservation? (However, you arrange the three objects, there are still 3 (use triangular arrangements and dice). Can you recognise and name different triangles with 3 sides from a collect of flat shapes? Can you continue 3 step repeating patterns?</p>	<p>principles? .(see WRM) Can you compare numbers 1,2 and 3 – ‘bigger’ and ‘smaller’? Can you order numbers 1 to 3? Do you know 3 is made of 2 and 1 or 1+1+1? Do you know that 2 is 1 less than 3, 1 is 1 less than 2? Can you count out 3 objects from a larger set? Can you use a 5 frame and recognise how many spaces there are when it contains 3 objects? Do you recognise which arrangements of objects contain a group of 3? Do you understand that there isn’t a 3p coin – how can we pay 3p?</p>
<p>Literacy Curriculum focus Pete the Cat Rocking in his school shoes</p>		<p>Quick Brown Fox writing assessment</p>	<p>Name writing baseline</p>	<p>Words that rhyme picture matching</p>	<p>Initial letter writing. Pictures from the book</p>	<p>CvC writing from the book</p>	<p>Quick Brown Fox and Name writing assessment</p>

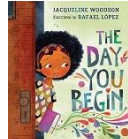
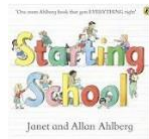
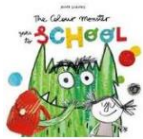
Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Throughout the term:

- Can you transition into school without support?
- Do you know and can you follow the classroom rules/ school rules/ playground rules and dinner time rules?
- Do you show appropriate feelings, and can you recognise those feelings in others?
- Do you still and listen when a grown-up address you?
- Do you respond with manners to an adult?
- Can you follow simple instructions?

Suggested stories



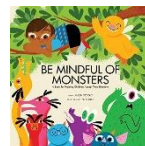
Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Throughout the term:

- Can you start to take turns and share fairly? Play board games and activity games
- Do you know the names of the children and the constant staff in the classroom?
- Do you display good manners and respect for others and the equipment in the school?

Suggested stories



Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

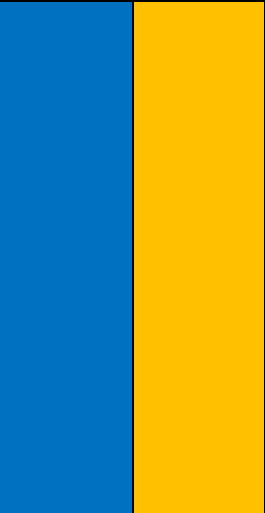
Throughout the term:

- Do you happily join in with activities?
- Do you look after your own resources? Do you hang up your coat, collect your book bag at the end of the day?
- Do you show an awareness for what is right and what is wrong?
- Can you toilet yourself and show an awareness of good hygiene? (wash hands, blow nose and disposes of tissue in the bin)

Communication and Language	Listening, attention and understanding	<p>Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
		<p>Throughout the term: Listen to others 1:1, in small groups and whole class.</p> <ul style="list-style-type: none"> ● Do you enjoy listening to stories and can remember what happens? ● Can you listen carefully to rhymes and songs, paying attention to how they sound? ● Do you understand how to listen carefully and why listening is important? ● Can you follow 1 step instructions? e.g., put bookbag in drawer. ● Do you understand 'why' questions?
	Speaking	<p>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
		<p>Throughout the term:</p> <ul style="list-style-type: none"> ● Can you use sentences of 4-6 words? ● Can you sing a large repertoire of songs? e.g., nursery rhymes or numbers of songs. ● Have you begun to use social phrases? e.g., 'Good Morning!' ● Do you use talk to organise yourself and your play? ● Do you engage in story times? ● Do you join in with repeated refrains and anticipate key events and phases in stories or rhymes?

Physical Development	Gross motor skills	Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
		Throughout the term: <ul style="list-style-type: none"> ● Can you develop your overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport? ● Parachute games ● Small apparatus sessions
	Fine motor skills	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
		Throughout the term: <ul style="list-style-type: none"> ● Can you develop your small motor skills so that you can use a range of tools competently, safely, and confidently.? Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Literacy	Word reading	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
		<p>Throughout the term:</p> <p>Phase1/2</p> <ul style="list-style-type: none"> • Can you hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words? • Individual reading and weekly guided reading • Essential Letters and Sounds phonic programme. (see above for weekly focus)
	Writing	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
		<p>Throughout the term:</p> <p>Emergent writing:</p> <ul style="list-style-type: none"> • Do you develop your listening and speaking skills in a range of context?. • Are you aware that writing communicates meaning? • Do you give meaning to marks you make? Do you understand that thoughts can be written down? <p>Composition:</p> <ul style="list-style-type: none"> • Can you use talk to link ideas, clarify thinking and feelings? Do you understand that thoughts and stories can be written down? <p>Spelling:</p> <ul style="list-style-type: none"> • Can you orally segment sounds in simple words? • Can you write your name copying it from a name card or try to write it from memory? <p>Handwriting:</p> <ul style="list-style-type: none"> • Do you know that print carries meaning and in English, is read from left to right and top to bottom? • Can you draw lines and circles?
		<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
		<p>Throughout the term:</p> <ul style="list-style-type: none"> • Can you talk about the shared reading sessions, showing understanding of the stories?

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- Do you join in during Storytime story discussions?
 - Do you listen and enjoy sharing a range of book?
 - Can you hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover?
 - Do you know that print carries meaning and in English, is read from left to right and top to bottom?
 - Do you know the difference between text and illustrations?
 - Do you enjoy joining in with rhyme, songs, and poems?
 - Do you join in with repeated refrains and key phrases?

Mathematics	Numbers	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
		<p>Throughout this term:</p> <p style="text-align: center;">Focus on 1,2 and 3</p> <ul style="list-style-type: none"> • Follow the White Rose Maths supported by NCETM Number blocks scheme <p>See above for weekly focus.</p>
	Numerical Patterns	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		<p>Throughout this term:</p> <p style="text-align: center;">Focus on 1,2 and 3</p> <ul style="list-style-type: none"> • Follow the White Rose Maths supported by NCETM Number blocks scheme

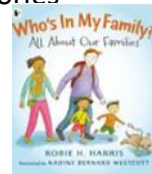
Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Throughout this term:

- Can you talk about members of your immediate family and the relationship to them, name and describe people who are familiar to them?
- Do you respect yourself and special things in their own lives?
- Can you start to find out about your wider family members and your experiences out of your immediate environment and family circle. Can you talk about and describe features of your own family, talk about families in other countries across the world?.
- Can you recall information regarding the festival Diwali?
- Can you re create a self portrait based on the painting 'Through the Looking Glass' by Roy Lichtenstein.
- Can you explain why we celebrate harvest?

Suggested stories



The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Throughout the term:

- Can you observe the changes that happened when the seasons change from Summer to Autumn?
- Do you have some understanding of how we care for the natural world around us?

Suggested stories



Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

Throughout the term

- Can you discuss the roles staff have in school. How they all support each other to ensure the school day runs smoothly?
- Can you discuss people who help us and their roles?
- Do you understand and use the past tense 'yesterday', 'last week' in conversations?
- Can you talk about experiences you had at pre school settings?

Expressive Arts & Design	Creating with Materials	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
		<p>Throughout the term:</p> <ul style="list-style-type: none"> • Can you paint yourself using the ready-mix paint • Can you create a handprint and footprint? • Can you draw your family? • Can you explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Can you create a clay diva pot? <p>Harvest art – medium TBC</p>
	Being Imaginative and expressive	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
		<p>Throughout the term</p> <ul style="list-style-type: none"> • Do you react scenarios in the Home corner roleplay? • Do you use narratives when using the ‘People who help us/Superhero role play outside ? • Do you act out roles in the Tea Shop/Café role play outside? • Do you explore and engage in music making and dance, performing solo or in groups?