

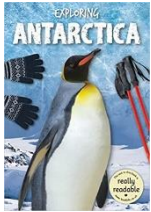
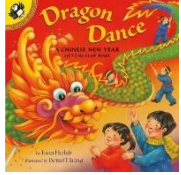
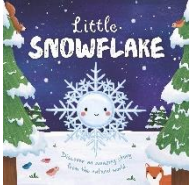
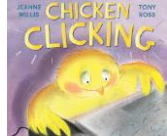



**Medium Term Planning Term 3  
Foundation Stage**

**Our World  
Why is our World Fantastic?**



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
Shared Reading Focus	 Can you write a list of things you need to be an Artic Explorer?	 Can you name some of the animals that hibernate?	 What animals like to live in cold places?	 Can you name some of the things you might see during Chinese New Year?	 Can you recall how snow is formed?	 Do you know what to do if you aren't comfortable with a screen that pops up when you are online?	
Essential Letters and Sounds Phonics	Can you recognise and name these graphemes?  <b>Review &amp; oo</b>	Can you recognise and name these graphemes/ digraphs?  <b>ar ur oo or</b>	Can you recognise and name these digraphs?  <b>ow oi ear air</b>	Can you recognise and name these digraphs?  <b>ure er ow &amp; Review</b>	<b>Assessment and review</b>	<b>Review</b>	

<p>Literacy Curriculum focus</p> 	<p>What is in the box? Can you write a sentence saying what you think is in the box?</p>	<p>What does your pirate look like? Can you answer questions about your pirate?</p>	<p>Write in a speech bubble. Can you write like you are a pirate speaking?</p>	<p>Can you label the pirate ship?</p>	<p>How to be a good pirate booklet. Can you make a guide on how to be a good pirate?</p>	<p>How to be a good pirate booklet. Can you make a guide on how to be a good pirate?</p>	
<p>White Rose Maths supported by NCETM Numberblocks</p>	<p>Introducing the concept of zero Do you understand that zero is 1 less than 1 and an absence of something Can you your understanding of numbers 1 to 5 (including totaling values and coins) Can you compare numbers to 5 using the language of greater than and less than</p>	<p>Recap week Composition of 5 Can you partition and combine numbers to 5 in different way Can you exploring the part, part-whole model to partition and combine numbers to 5 Can you create a repeating pattern? Can you tell the time up to 5 o'clock?</p>	<p>Can you find number six on a number line Can you count? (1 to 6) Can you subitise the dots on a dice? Can you explore equivalent ways to represent 6? Can you partition 6 into equal groups? Can you find 6 o'clock on the clock face? Can you describe a hexagon?</p>	<p>Can you find number seven on a number line? Can you name one more than 7 and one less? Can you count (1 to 7)? Can you identify number bonds within 7?</p>	<p>Can you find number eight on a number line? Can you count (1 to 8)? Can you name one more than 8 and one less than 8? Can you Subitise to (8)? Can you double (1, 2, 4, 8) and half the numbers? Can you partition 8 into equal groups? Can you find pairs of numbers that total 8?</p>	<p>Can you find number nine on a number line? Can you count (1-9) Can you partition numbers to 9? Can you partition 9 into 3 equal groups Can you describe 2D shapes and their properties up to octagon</p>	

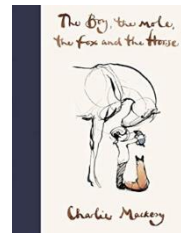
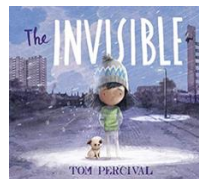
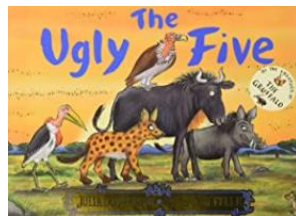
Children at the expected level of development will:

- 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 identify and control your own feelings both socially and emotionally?
- Am I aware of the views and feelings of myself and others?

Suggested stories



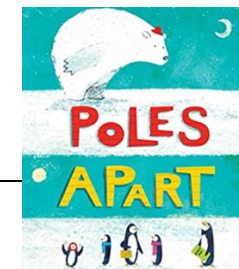
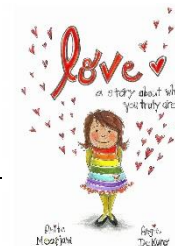
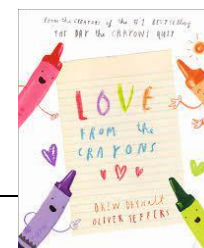
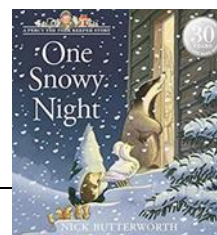
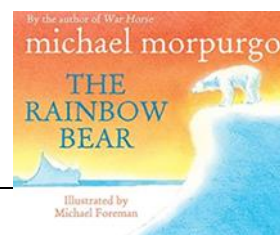
Children at the expected level of development will:

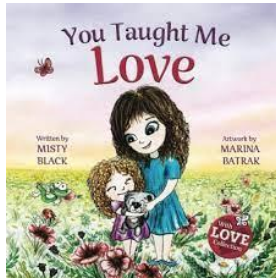
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Throughout the term:

- Can you 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?
- Do you help your friends?

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:

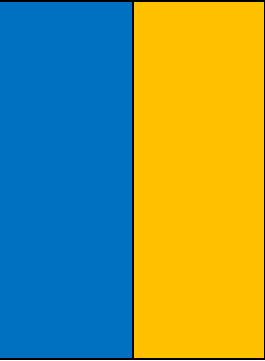
- Do you happily join in with activities?
- Do you look after your own resources? Do you hang up your coat, collect your book bag at the end of the day?
- Do you show an awareness for what is right and what is wrong?
- Can you toilet yourself and show an awareness of good hygiene? (wash hands, blow nose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

Managing Self

Communication and Language	Listening, attention and understanding	<p><b>Children at the expected level of development will: -</b>  <b>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;</b>  <b>- Make comments about what they have heard and ask questions to clarify their understanding;</b>  <b>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p>
		<p>Throughout the term:  Listen to others 1:1, in small groups and whole class.</p> <ul style="list-style-type: none"> <li>● Do you enjoy listening to stories and can remember what happens?</li> <li>● Can you listen carefully to rhymes and songs, paying attention to how they sound?</li> <li>● Do you understand how to listen carefully and why listening is important?</li> <li>● Can you follow 2 step instructions? e.g., get a pencil then find your book.</li> <li>● Do you understand 'why' questions?</li> </ul>
	Speaking	<p><b>Children at the expected level of development will:</b>  <b>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</b>  <b>- 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.</b></p>
		<p>Throughout the term:</p> <ul style="list-style-type: none"> <li>● Can you use sentences of 6 plus words?</li> <li>● Can you sing a large repertoire of songs? e.g., nursery rhymes or numbers of songs.</li> <li>● Have you begun to use social phrases? e.g., 'Good Morning!'</li> <li>● Do you use talk to organise yourself and your play?</li> <li>● Do you engage in story times?</li> <li>● Do you join in with repeated refrains and anticipate key events and phases in stories or rhymes?</li> <li>● Use talk to pretend objects stand for something else in play.</li> <li>● Do you demonstrate the use of past tense verbs, such as "ran" or "fell" but may still get confused? Do you offer explanations for why things happen? Do you recount events that happened in your day?</li> </ul>

<b>Physical Development</b>	<b>Gross motor skills</b>	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
		<p>Throughout the term:</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Can you catch and throw a ball?</li> <li>• Can you balance along a line?</li> <li>• Can you use the small apparatus?</li> </ul>
	<b>Fine motor skills</b>	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
		<p>Throughout the term:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• malleable materials with increasing control?</li> <li>• Can you draw freely?</li> <li>• Can you hold small objects?</li> <li>• Can you copy a square?</li> <li>• Can you draw diagonal lines?</li> <li>• Can you colour within the lines?</li> <li>• Can you draw recognisable pictures?</li> </ul>

Literacy	Word reading	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
		<p>Throughout the term: <b>Phase 2/3</b></p> <ul style="list-style-type: none"> <li>• Can you hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words?</li> <li>• Individual reading and weekly guided reading</li> <li>• Essential Letters and Sounds phonic programme. (see above for weekly focus)</li> </ul>
	Writing	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p>Throughout the term:</p> <p><b>Emergent writing:</b></p> <ul style="list-style-type: none"> <li>• Do you develop your listening and speaking skills in a range of context?.</li> <li>• Are you aware that writing communicates meaning?</li> <li>• Do you give meaning to marks you make? Do you understand that thoughts can be written down?</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Can you use talk to link ideas, clarify thinking and feelings? Do you understand that thoughts and stories can be written down?</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Can you orally segment sounds in simple words?</li> <li>• Can you write your name copying it from a name card or try to write it from memory?</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Do you know that print carries meaning and in English, is read from left to right and top to bottom?</li> <li>• Can you draw lines and circles?</li> </ul>
Comprehension	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- 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.</li> </ul>	



Throughout the term:

- Can you talk about the shared reading sessions, showing understanding of the stories?
- 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><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul>
		<p>Throughout this term:</p> <p style="text-align: center;"><b>Focus on numbers to 6-9 Recap number bonds to 5</b></p> <ul style="list-style-type: none"> <li>• Follow the White Rose Maths supported by NCETM Number blocks scheme</li> </ul> <p>See above for weekly focus.</p>
	Numerical Patterns	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
		<p>Throughout this term:</p> <p style="text-align: center;"><b>Focus on numbers to 6-9</b></p> <ul style="list-style-type: none"> <li>• Follow the White Rose Maths supported by NCETM Number blocks scheme</li> </ul>

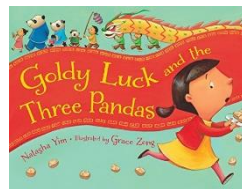
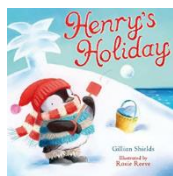
**Children at the expected level of development will:**

- 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:

- Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.
- Recognise some environments that are different to the one in which they live e.g., Antarctica.

Suggested stories



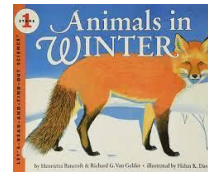
**Children at the expected level of development will:**

- 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 comment on what you notice about the environment in which you live?
- Do you understand the effect of the changing seasons on the natural world around you?
- Can you describe what you see, hear, and feel outside?
- Can you make observations and drawing pictures of animals and plants?
- Do you understand the need to respect and care for the natural environment and all living things?

## Suggested stories



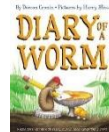
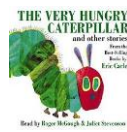
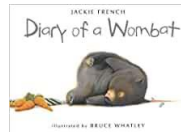
Past and Present

### 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

- . My week. Can you keep a diary? Link with number 7.
- Can you find out about Sir Ranulph Fiennes arctic adventures?



Expressive Arts & Design	Creating with Materials	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		<p>Throughout the term:</p> <ul style="list-style-type: none"> <li>• Can you make a Chinese puppet dragon?</li> <li>• Can you make paper lanterns?</li> <li>• Can you design and build a home for a hibernating animal?</li> <li>• Can you create a Kandinsky style art print linked to Valentines Day?</li> <li>• Can you draw a penguin?</li> </ul>
	Being imaginative and expressive	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>
		<p>Throughout the term</p> <ul style="list-style-type: none"> <li>• Can you follow and recreate a Chinese Dance?</li> <li>• Can you play a drum in time to the Chinese dance?</li> <li>• Helicopter stories.</li> </ul>

- Activities and themes may develop following the children’s interests.