

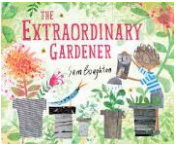
**Medium Term Planning Term 6
Foundation Stage**



Community

What are we part of? Where do we belong?

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
Guided Reading Focus	 World Oceans Day 8.6.23 Can you explain why it is important that we dispose of our rubbish correctly?	 Can you compare the lives of the two boys?	 Can you explain the life cycle of a butterfly?	 Can you talk about the role of a Mosque in a community?	 How does the migration of butterflies bring people together?	 Can the children discuss their feelings on moving to Y1? What will be the same and what will be different in Y1.	 Can you say who you have connected to this year? Look through floor book and discuss the year.	

<p>Essential Letters and Sounds Phonics</p>	<p>Can you recognise and name these graphemes? ay ou ie ea</p>	<p>Can you recognise and name these graphemes? oy ir ue aw</p>	<p>Can you recognise and name these graphemes? wh ph ew oe</p>	<p>Can you recognise and name these graphemes? au ey a-e e-e</p>	<p>Assessment and review</p>	<p>Can you recognise and name these graphemes? i-e o-e u-e c</p>		
<p>White Rose Maths supported by NCETM Numberblocks</p>	<p>Can you recognise the number 20? Do you recognise 20 as 2 tens and no extra ones? Can you order numbers to 20? Can you identify 20p?</p>	<p>Can you find missing numbers in a number line to 20? Can you solve addition and subtraction problems to 20.</p>	<p>Can you use mathematical language to describe a square/cube? Recap number bonds to 10</p>	<p>Can you use mathematical language to describe a circle/cylinder Can you identify coins 50p and £1 Can you identify the coins 1p,2p, 5p and 10p.</p>	<p>Can you use mathematical language to describe a rectangle/cuboid Can you measure objects using units to 20? Can you use language such as longer/ longest/ short/ shortest.</p>	<p>Revisit learning on flat and solid shapes Can you use the language associated with capacity?</p>		
<p>Literacy Curriculum focus </p>	<p>Can you label some of the natural objects found outside?</p>	<p>Can you reply to Joe's letter?</p>	<p>Can you write some command sentences? Tip compost in the pot. Dig a little hole. Pop a seed in.</p>	<p>Can you create a story map? Can you tell a story about someone who is extraordinary?</p>	<p>Can you write your story?</p>	<p>Can you complete your stories?</p>	<p>Can you share your stories with your peers?</p>	

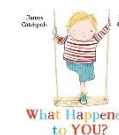
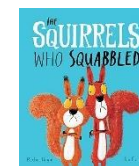
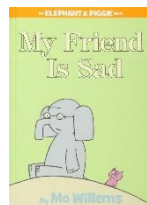
Children at the expected level of development will:

- 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 teacy her says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Throughout the term:

- Do you understand how your words and actions can impact others?
- Can you follow complex instructions?
- Are you comfortable with the transition into Y1?

Suggested stories:



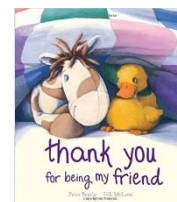
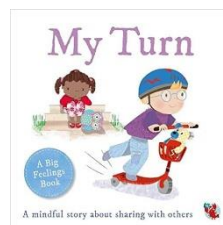
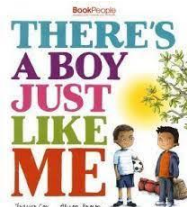
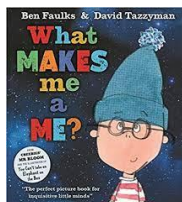
Children at the expected level of development will:

- 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 continue to keep solid relationships with peers and adults they meet in and around the school?
- Can you discuss those who are important to you?
- Can you talk about transition into Y1?
- Read 'A Boy Like Me' and 'What happened to you?' to develop a greater awareness of others.

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:

- Can you take care of your own belongings – coats, water bottles etc?
- Can you follow the class rules?
- Are you becoming independent with toileting, personal hygiene, sun safety?

Communication and Language	Listening, attention and understanding	<p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> ● 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>Throughout the term:</p> <ul style="list-style-type: none"> ● Can you listen and respond to stories and during guided reading sessions? ● Can you discuss likes and dislikes with staff and peers?
	Speaking	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>Throughout the term:</p> <ul style="list-style-type: none"> ● Can you discuss your creations during child-initiated play? ● Can you discuss shared reading stories? ● Do you check the understanding of new and different words?

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 <ul style="list-style-type: none"> • Can you use the adventure playground with confidence? • Can you show balance and control?
	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 form letters correctly? • Do you have good pencil control and use a tripod grip? • Can you use a knife and fork at dinner times?

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> <ul style="list-style-type: none"> • Individual reading and weekly shared reading • Essential Letters and Sounds -Phase 5. 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> <ul style="list-style-type: none"> • Can you write in your independent writing book each morning? • Can you write the words and sentences in Essential Letters and Sounds sentence writing? • Literacy Curriculum book focus 'The Extraordinary Gardener' See above for the weekly focus.
	Comprehension	<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 discuss and show understanding of shared stories and individual books.

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> <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> <ul style="list-style-type: none"> • Follow the White Rose Maths supported by NCETM Number blocks scheme

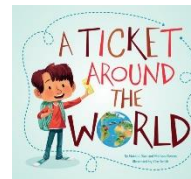
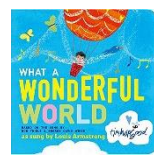
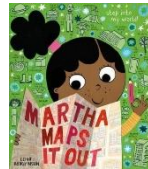
Children at the expected level of development will:

- 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 compare the lives contrasting countries and relate to their own lives?
- Can you show which is land and which is sea on a globe?
- Can you create a Father's day card/or a card for someone special?

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 discuss the life cycle of a butterfly?
- Looking after the environment
- Can you make observations on environments that are different?

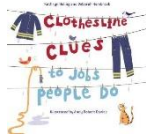
Suggested stories:



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;

- Through reading the Extraordinary Gardener – Can you discuss the roles of people in society
- Look back at their school year. Transitions/Moving on



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 build and construct during continuous provision? • Can you mix colours to produce another colour?
	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 this term:</p> <ul style="list-style-type: none"> • Can you paint with watercolours? • Can you create and perform your own play using the puppets? • Can you explore printing? <ul style="list-style-type: none"> • Can you design and make a card for Father’s Day? <p>Can you sing the following –</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>10 green bottles</p> <p>5 little ducks</p> <p>Frere Jacques</p> <p>London Bridge</p> <p>See Saw</p> <p>Sing a song of sixpence</p> <p>Open shut them</p> <p>Here we go round the mulberry bush</p> <p>The penguin song</p> <p>Down in the jungle</p>