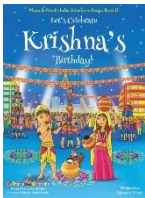



**Medium Term Planning Term 2
Foundation Stage**

**Celebrations!
What do we celebrate?**



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Shared Reading Focus	 <p>Can you name the characters of the story? Can you recall what happened when you add vinegar into the pumpkin?</p>	 <p>Can you explain why we celebrate Remembrance Day/ Poppy Day?</p>	 <p>Can you remember some facts about Krishna?</p>	 <p>Can you recall who came to celebrate the birth of Jesus?</p>	 <p>Can you explain what clothes you will wear in the Winter and why?</p>	 <p>Can you recall some of the items used to celebrate Hanukkah?</p>	 <p>Can you remember who the Jolly Postman delivered his letters to?</p>
Essential Letters and Sounds Phonics	<p>Can you recognise and name these graphemes?</p> <p style="text-align: center;">j v w x</p>	<p>Can you recognise and name these graphemes/ digraphs?</p> <p style="text-align: center;">y z zz qu ch</p>	<p>Can you recognise and name these digraphs?</p> <p style="text-align: center;">sh th ng nk</p>	<p>Can you recognise and name these digraphs?</p> <p style="text-align: center;">ai ee igh oa</p>	<p style="text-align: center;">Assessment and review</p>	<p style="text-align: center;">Review R:3</p>	

<p>White Rose Maths supported by NCETM Numberblocks</p>	<p>Introduce 4 Can you recognise the numeral 4? Can you count out 4 objects from a larger group and recognise the structure of 4 as a square number and within a five frame? Can you use different arrangements of 4 to explore number conservation? Do you recognise 4 items without counting (subitise) Can you count to 4 (forwards and backwards) Can you sequence numbers to 4 Do you know that 4 is one more than 3 Can you partition 4 into 3s, 2s and 1s and use the terms add and takeaway to describe the combinations. Can you find 4 on the clock Can you recognise and name a square, rectangle and diamond?</p>	<p>Introduce 5 Can you recognise 5? Can you count out 5 objects from a larger group and look at ways of arranging (including using a dice arrangement and a 5 frame)? Can you subitise to 5 (include instant recognition of number of fingers held up (to 5). Be able to hold up correct number of fingers without counting? Can you count forwards and backwards to 5 (encourage children to line up to count) Can you sequence numbers to 5.? Can you identify missing numbers to 5?</p>	<p>Consolidate to 5 Do you know that 5 is one more than 4? Can you partition 5 in various ways using the vocabulary add and takeaway? Can you find 5 on the clock? Can you recognise a pentagon? Can you recognise 5p and investigate its equivalence to 2ps and 1ps Can you use informal jottings to record numbers / quantities?</p>	<p>Composition of numbers to 5 Number bonds to 5 Can you explore partitioning a whole number into parts? Do you recognise that even when partitioned, the total remains the same? Can you recall some number bonds to 5?</p>	<p>Comparing quantities of identical then non identical objects Can you recognise that the number of a group can be changed by adding to it or taking from it? Can you compare quantities and use the terms more, less, fewer?</p>	<p>1 more / 1 less Introduce taking away Can you say 1 more or 1 less to 5 without counting? Can you relate taking 1 away to counting backwards?</p>	<p>Sorting into groups Can you sort objects based on colour / size / shape? Can you investigate sorting the same objects in different ways? Can you play Guess my Rule with objects you have sorted?</p>
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<p>Literacy Curriculum focus The Polar Express</p> 	<p>Watch a train journey on You tube. Can you write a list of what you saw out of the train window?</p>	<p>Read the story Description words Can you describe the interior of the train? Can you label a picture of the interior of the train?</p>	<p>Can you create and write on gift tags for presents?</p>	<p>Can you create and write a Christmas card?</p>	<p>Start Book of Beliefs Can you draw something you believe in?</p>	<p>Complete book of beliefs Can you write a sentence explaining what you believe in?</p>	<p>Share book of beliefs Can you share your beliefs with a visiting grown up?</p>
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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:

- 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 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.

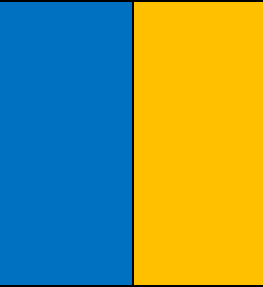
Throughout the term:

- 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)

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 2 step instructions? e.g., get a pencil then find your book. ● 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? • Can you stretch and copy the yoga moves? • Can you use the small apparatus?
	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>Phase 2/3</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 style="padding-left: 20px;">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 style="padding-left: 20px;">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 style="padding-left: 20px;">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 style="padding-left: 20px;">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? • Can you write on a gift tag? Can you write inside a Christmas card?
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 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	Children at the expected level of development will:
		<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.
	Numerical Patterns	Throughout this term:
		<p style="text-align: center;">Focus on numbers to 5 including number bonds</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>
Mathematics	Numerical Patterns	Children at the expected level of development will:
		<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.
Mathematics	Numerical Patterns	Throughout this term:
		<p style="text-align: center;">Focus on numbers to 5.</p> <ul style="list-style-type: none"> • Follow the White Rose Maths supported by NCETM Number blocks scheme

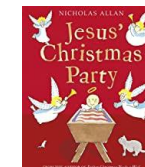
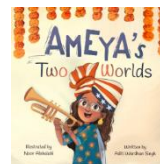
Children at the expected level of development will:

- 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 celebrations of Krishna’s Birthday and Hanukkah to the celebrations you celebrate?

Suggested stories



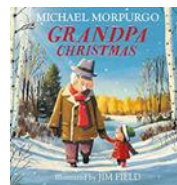
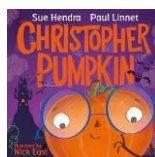
Children at the expected level of development will:

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

Suggested stories

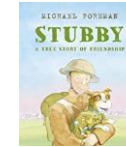


Children at the expected level of development will:

- 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;

Throughout the term

- Do you understand why we wear a poppy for remembrance?
- Can you explain what a postman does?
- Can you compare your birthday celebrations with those of Krishna's?
- Do you understand and use the past tense 'yesterday', 'last week' in conversations?



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 a pumpkin with watercolours? • Can you create a gift tag for a present? • Can you make a Christmas card for your family? • Can you sew a socking? • Can you decorate the Christmas tree in the role play area?
	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"> • Performance to parents 'A Pirate Christmas: The Nativity Story. Can you join your peers singing and dancing? • Can you add narrative to your play in the Christmas home corner and outdoor Santa's grotto • Can you participate in the music with Cathy sessions?

