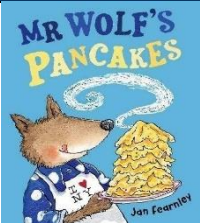
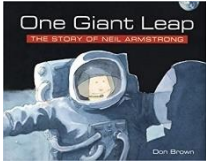
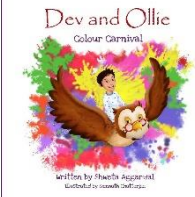
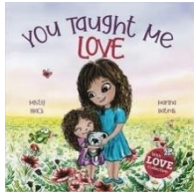
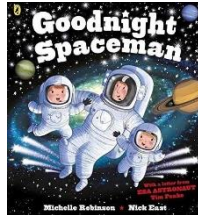

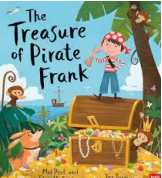


**Medium Term Planning Term 4
Foundation Stage**



Adventures

What does it mean to be adventurous?

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
Shared Reading Focus	 <p>Do you know what an ingredient is? What ingredients do you need to make pancakes?</p>	 <p>Who was Neil Armstrong? What was his job?</p>	 <p>Can you remember one way the Hindu festival of Colours is celebrated?</p>	 <p>Who do you love? What do they do for you? What do you do for them?</p>	 <p>If you could go anywhere, where would you go? How would you get there? What would you do?</p>	 <p>Can you compare Floella's life in Trinidad to that of your own?</p>	
Essential Letters and Sounds Phonics	Review	Review	Review	Review	Assessment and review	Review	
Literacy Curriculum focus	 <p>Prediction. Look at the first page. Where might Pirate Frank be going?</p>	<p>Read the story. Create and label a treasure map.</p>	<p>Make a list of items a pirate may need to take on an adventure.</p>	<p>Create a story map, who is your pirate? What adventure will they go on?</p>	<p>Start your pirate story</p>	<p>Complete pirate story</p>	

<p>White Rose Maths supported by NCETM Numberblocks</p>	<p>Can you count to 10? Can you find 10 on a number line? Do you recognise that 10 ones are equivalent to one 10. Can you find one more and one less than 10. Can you identify a 10p coin and find different ways making 10p with other coins? Can you measure objects? Can you compare weights?</p>	<p>Can you find and read 10 o'clock on a clock face? Can you count the sides on a decagons? Can you Subtract 1 from numbers to 10. Can you count forward to 10? Can you count down from 1? Can you identify number bonds that total 10?</p>	<p>Can you subtract 2 from numbers up to 10? Can you count to 10 in 2s? Can you subtract using numbers to 10? Can you identify odd and even numbers to 10? Can you divide 10 into equal groups?</p>	<p>Can you add more than 1 to a given number up to 10? Can you double numbers 1,2,3,4 and 5? Can you triple 1,2 and 3? Can say what a prime number is? Can you build with blocks and exploring space and pattern (to 10)?</p>	<p>Can you relate time to things we do in the day? Can you make a comparison of numbers to 10 using the language of 'bigger than' 'smaller than' leading to 'greater than' and 'less than'? Can you make a comparison of numbers to 10 (greater than, less than and equals sign)? Can you partitioning and combining numbers in different ways?</p>	<p>Can you make comparison of numbers to 10? Do you know that 6 to 10 are made from 5 and a bit? Can you recall number bonds to 5/10?</p>	
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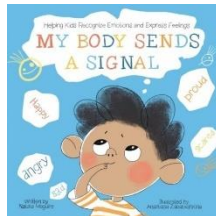
Children at the expected level of development will:

- 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:

- 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:



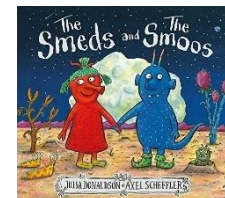
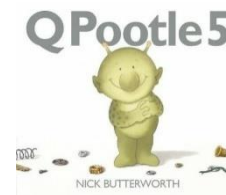
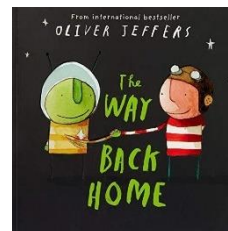
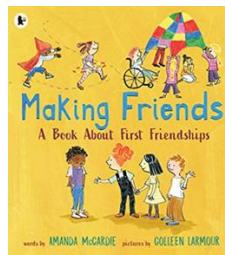
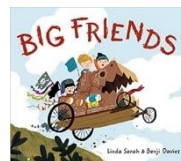
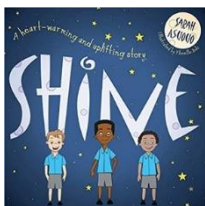
Children at the expected level of development will:

- 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:

- Do you know that it is important to work together to look after our classroom resources and in the playground?
- Can you keep play going by co-operating, listening, speaking, and explaining?
- Can you reflect on the work of others and self-evaluate their own work?
- Can you use language to negotiate, play and organize? Do you know what makes a good friend?

Suggested stories.



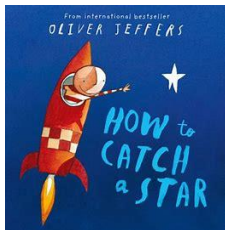
Children at the expected level of development will:

- 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 understand why listening is important and attend to other people both familiar and unfamiliar?
- Are you happy to stand up in assembly or in front of the class and share achievements with others?
- Can you get dressed and undressed for nature school/ PE club sessions?
- Do you begin to show persistence when faced with challenges?

Suggested stories:



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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
		<ul style="list-style-type: none"> • Do you understand why listening is important? • Do you keep play going in response to the ideas of others and engage in conversation relevant to play theme? • Do you use talk to help work out problems and organise thinking and activities explain how things work and why they might happen? • Can you listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary? • Do you ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding?. • Can you retell a story with exact repetition?
	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 talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences? • Can you retell/create own stories for teacher scribing? • Do you begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'? • Can you use talk to help work out problems and organise thinking and activities?

Physical Development	Gross motor skills	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
		<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?
	Fine motor skills	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
		<p>Throughout the term:</p> <ul style="list-style-type: none"> • Can you continue to 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 spoon. • Can you continue your development of threading, weaving, and cutting skills? • Can you hold a pencil effectively and comfortably? Can you hold a pencil effectively to form recognisable letters?

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>Following ELS programme: Review Phase 3 & 4.</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 shared reading
	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 build words using letter sounds in writing? • Can you use talk to organise describe events and experiences? • Can you start to write a simple sentence with support? • Can you spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes? • Can you spell some irregular common (tricky) words e.g., the, to, no, go independently?
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 retell stories in the correct sequence, draw on language patterns of stories? • With prompting, do you show understanding of many common words and phrases in a story that is read aloud to them? • Can you suggest how an unfamiliar story read aloud to them might end? • Can you give a simple opinion on a book they have read, when prompted? • Do you recognise repetition of words or phrases in a short passage of text? • Is your play influenced by experience of books? • Can you innovate a well-known story with support?

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.
	Throughout this term:	
	<p style="text-align: center;">Focus on numbers to 10 and number bonds to 10.</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	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. 	
Throughout this term:		
<p style="text-align: center;">Focus on the number 10 and number bonds to 10.</p> <ul style="list-style-type: none"> • Follow the White Rose Maths supported by NCETM Number blocks scheme 		

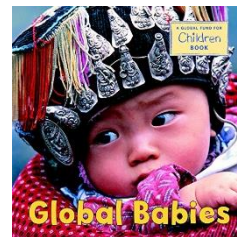
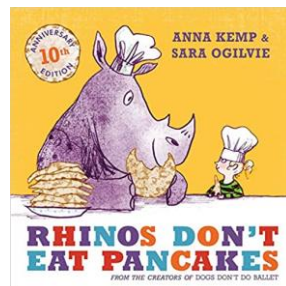
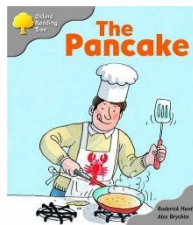
Children at the expected level of development will:

- 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 recall why we celebrate pancake day?
- Can you recall how do the Hindus celebrate the Festival of Colours?
- Can you look Floella Benjamin’s home and compare with your own?

Suggested stories.



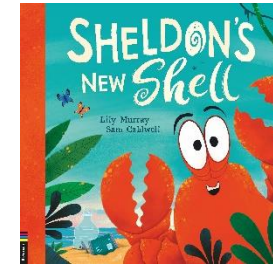
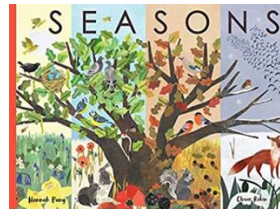
Children at the expected level of development will:

- 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 find signs that Spring is on its way?
- Can you create an observational drawing of a daffodil?
- Can you carry out an experiment to show how craters are formed on the moon?
- Can you observe how the pancake batter goes from a liquid to a solid?
- Can you start to be aware of recycling and how it can take care of our world?
- Can you identify what rubbish can do to our environment and animals?

Suggested stories:



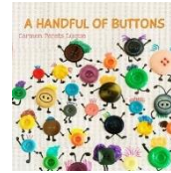
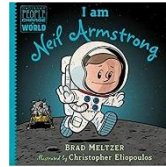
Children at the expected level of development will:


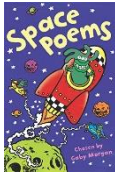
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read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

Throughout the term

- Can you recall who Neil Armstrong was?
- Can you say how your mum/family helps you?

Suggested stories.



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 draw a picture of yourself and cover it with colour? • Can you create a card/drawing for someone special to you? (Mother's Day) • Can you look at the art of Peter Thorpe? Can you create your own image based on a painting by Peter Thorpe? • Can you design and create a rocket? • Can you make an Easter card that moves? <div style="text-align: right;">  </div>
	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"> • Helicopter stories. Can you act out the story? • Can you learn to sing and sign the song 'One Thousand Years' • Can you add narrative when in the Space Station role play area. <p>Suggested stories:</p> <div style="text-align: center;">  </div>

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