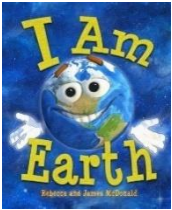
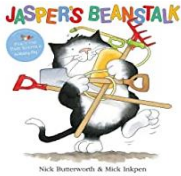

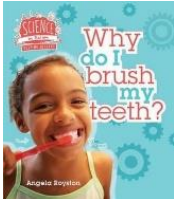
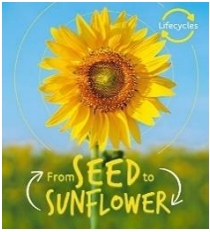




**Medium Term Planning Term 5
Foundation Stage**



GROWING

How do things and people change as they grow?

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
<p>Shared Reading Focus</p>	 <p>Earth Day 22/4/23 Can you name some of the features of Earth? Can you find them on the globe?</p>	 <p>What does Jasper need to grow his beanstalk? What other books do you know of that have a beanstalk in them?</p>	 <p>Can the children explain what is happening at the weekend and why it is important?</p>	 <p>Do you understand the importance of cleaning your teeth?</p>	 <p>What does a seed need to grow?</p>	 <p>Can you name the stages of the development of a frog?</p>	
<p>Essential Letters and Sounds Phonics</p>	CVCC+-ed	CCVC + -ed/t/	CCVCC+ed/d/	CCCVC	Assessment and Review	CCCVCC +-er -est	
<p>Literacy Curriculum focus</p> 	<p>Three seeds: cress, sunflower, runner bean. Can you write a noun sentence for each seed?</p>	<p>Can you write a dictated sentence?</p>	<p>Can you write a text for an illustration?</p>	<p>In an acorn cutout. Can you write and finish the sentence ... "When I am bigger, I will be..."</p>	<p>Can you write an advice leaflet for a seed?</p>	<p>Can you complete your leaflet?</p>	

<p>White Rose Maths supported by NCETM Numberblocks</p>	<p>Do you recognise the numeral 11? Do the understand 11 is 1 ten and 1 one? Can you count forwards and backwards from different numbers. Can you use 2 dice and add on from the first dice? Can you find and read 11 o'clock on an analogue clock face?</p>	<p>Do you recognise number 12? Do you see 12 as 1 ten and 2 ones. Can you look at how each digit corresponds to its place value? Can you see 12 as being 3 lots of 4 or 4 lots of 3 or 6 lots of 2 or 2 lots of 6? Can you look at other ways in which 12 can be segmented and use the vocabulary of 'add' and 'plus' to show how they total 12 when combined? Do you know what we double to get 12? Can you say what happens when we halve 12? Can you halve 11? Can you share 12 things between 2,3,4 or 5 people? How many do they each get?</p>	<p>Do you recognise number 13? Do you see it as ten and 3 ones? Can you hear that it has an irregular name (thirteen not threeteen)? Do you recognise the number 14? Do you see it as 1 ten and 4 ones.? Can you hear that it has a regular name? Can you explain what happens when you double to get 14? What is half 14? Can you half 13? Can you share 13 or 14 things between 2,3,4 or 5 people? How many do they each get?</p>	<p>Do you recognise the number 15? Do you see 15 as 1 ten and 5 ones? Can you hear that it has an irregular name (fifteen not fiveteen) Do you recognise number 16? Do you see 16 as 1 ten and 6 ones?Can you hear that it has a that it has a regular name? Can you recall squared numbers? (9,4) Can you see that 16 is a square number. Can you find out what you double to get 16? Can you half 16? Can you halve 15? Can you share 15 or 16 things Can you share 12 between 2,3,4 or 5 people? How many do they each get?</p>	<p>Can you recognise numerals 17, 18,m 19? Do you see them as 1 ten and x ones? Can you hear that they all have regular names? Can you discover what number we double to get 18? Can we double numbers to get 17 and 19? Can we halve 17 and 19? Why? Relate to odd and even. Can you share 17, 18, or 19 things between 2,3,4 or 5 people? How many do they each get?</p>	<p>Review and Assessment</p> <p>Focus on counting to 20 and back from 20.</p> <p>Can you explore complex patterns?</p> <p>Can you measure? Can you explore capacity?</p> <p>Can you find the heaviest and lightest?</p>	
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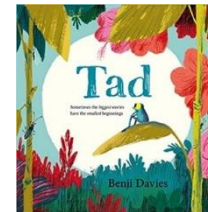
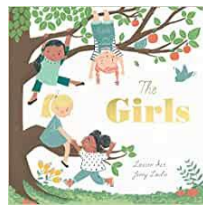
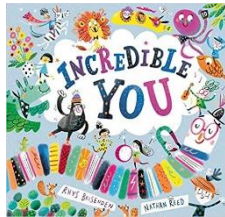
Children at the expected level of development will:

- 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 initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them?
- Can you follow instructions, requests, and ideas in a range of situations?
- Can you talk about your own abilities positively?

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 tidy up after yourself and support others?
- Can you explain the importance of friends?
- Can you explain why we take turns?
- Can you wait politely?

Suggested stories.



Children at the expected level of development will:

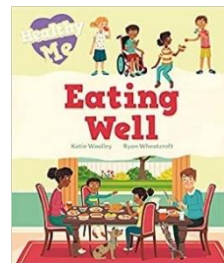
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;



- 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 show resilience in the face of challenge?
- Can you show perseverance in the face of challenge?

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"> • Can you listen to and understand instructions about what you are doing, whilst busy with another task? • Can you listen and continue with an activity for a short time? • Can you keep play going in response to the ideas of others and engage in conversation relevant to play theme? • Can you ask and answer 'what', 'where', 'when', and 'what could we do next' questions? • Can you listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Can you carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions? • Can you recount an event in the correct order and some detail? • Can you give details that they know are important and will influence the listener E.g., "X fell over that stone, X didn't push him"? • Do you express ideas about feelings and experiences? • Can you articulate their ideas in well-formed sentence? • Can you show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"
	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"> • Are you confident to try new activities and say why they like some activities more than others? • Do you show resilience and perseverance? Do you believe that with more effort or with a different approach success will occur? • Do you understand rules linked to road safety? • Can you follow directions with 3 parts? • Do you know it is important for all of us to keep safe when using and transporting tools, equipment, and resources? • Can you be considerate to the needs of others? Are you beginning to respect a different point of view and work together in collaboration? • Can you identifying some of the jobs you do in your family? Do you how to make friends to stop myself from feeling lonely? Can you think of ways to solve problems and stay friends? Have you started to understand the impact of unkind words? Do you know how to be a good friend? <p>Suggested Stories:</p> <div style="display: flex; justify-content: space-around;">   </div>

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.
		<p>BALANCE</p> <ul style="list-style-type: none"> • Can you show strength and confidence when balancing? <p>DANCING</p> <ul style="list-style-type: none"> • Can you move your body in time with the music? <p>OTHER PE ACTIVITIES:</p> <ul style="list-style-type: none"> • Opportunities to spin, rock, tilt, fall, slide and bounce. • Can you spin, rock, tilt, fall, slide and bounce with confidence? • Can you use books and other resources to further your knowledge of a healthy lifestyle?
	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 use ribbons to weave? Can you thread large beads? Can you manipulate playdough? • Can you complete activities that require you to use your fine motor skills? • Is your pencil grip effective and your letter formation mostly correct? • Can you use one hand when performing fine motor tasks? • Can you follow a line when cutting with scissors?

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 4.</p>
	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>Follow the Literacy focus: The Tiny Seed</p> <ul style="list-style-type: none"> • Can you write recipes or lists? • Can you write for a purpose in role play using phonetically plausible attempts at words and start to use finger spaces? • Can you form lower-case and capital letters correctly? • Can you write a list of rhyming words? • Can you write in role?
	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 explore information leaflets about animals/plants and growing? • Can you create a timeline of how plants grow? • Can you use vocabulary and forms of speech that are increasingly influenced by your experiences of books? • Can you develop your own narratives and explanations by connecting ideas or events? • Can you make predictions of what you think might happen?

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 numbers</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 Maths supported by NCETM Number blocks scheme Rose

Understanding the World

People, cultures, and communities

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:

- How is your family celebrating the Coronation?

The Natural World

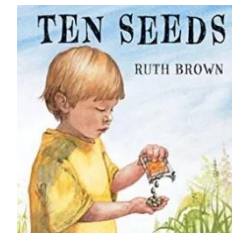
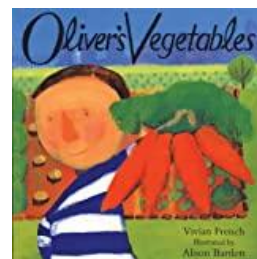
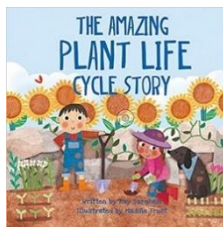
Children at the expected level of development will:

- 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 life cycles (chicks and plants) through observations, firsthand experiences and non-fiction texts?
- Can you make healthy food choices and do you understand where your food comes from?
- Can you list the changes you have made yourself and your developmental changes (height, motor skills etc)?

Suggested stories:

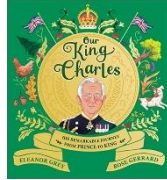


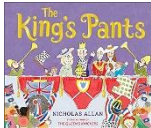
Children at the expected level of development will:

- 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 name our new King and his Queen?



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 use different colours to create patterns? • Can you design a scarecrow to protect our plants? • Can you draw around a shadow? • Can you make symmetrical butterflies and observational drawings of the natural world, plants and animals?
	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"> • Can you join in acting out the King’s Pants? <p>Songs</p> <ul style="list-style-type: none"> • 10 in the bed • 5 little speckled frogs • Little bo peep • Miss Polly had a Dolly • The animals went in two by two • The Farmer’s in his Den • Three blind mice <p>Action Songs</p> <ul style="list-style-type: none"> • One finger one thumb • A sailor went to see • When I was one... <p>Suggested stories:</p> 

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