

# FOUNDATION STAGE MEDIUM TERM PLANNING: SPRING TERM (1)



WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
04/01/2023	09/01/2023	16/01/2023	23/01/2023	30/01/2023	06/02/2023	

## FANTASTIC BEASTS!

UNDERSTANDING THE WORLD	<b>Habitats</b> To understand what a habitat is. To understand what makes a good habitat. To match animals to an appropriate habitat.	<b>Rainforest</b> To identify parts of the rainforest To identify different animals that live in the rainforest.	<b>Rainforest/Polar Habitats</b> Rainforest animals To identify features of a polar habitat and locate them on a globe.	<b>Polar Habitats</b> To name animals that live in polar habitats. To identify how polar animals are adapted to the polar habitat.	<b>Climate Change</b> To understand the impact of cutting down trees on the rainforest. To understand the issue of global warming on the polar habitat. To understand what I can do about climate change. David Attenborough.	<b>Chinese New Year</b> To locate China on the globe.	
LITERACY	<b>Fiction</b> Polar Bear, Polar Bear, What Do You Hear?	<b>Fiction</b> Polar Bear, Polar Bear, What Do You Hear?	<b>Fiction</b> Polar Bear, Polar Bear, What Do You Hear?	<b>Non-Fiction</b> Animal Fact Files	<b>Non-Fiction</b> Animal Fact Files	<b>Traditional Tales/Fables</b> The Great Race Who is the Strongest of Them All?	
MATHS	<b>Alive in 5!</b> Introducing Zero	<b>Alive in 5!</b> Comparing Numbers to 5 Composition of 4 and 5	<b>Alive in 5!</b> Comparing Mass and Capacity	<b>Growing 6, 7, 8</b> Making Pairs	<b>Growing 6, 7, 8</b> Combining 2 Groups	<b>Growing 6, 7, 8</b> Length and Height Time	

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING THROUGHOUT THE YEAR
COMMUNICATION AND LANGUAGE	<p>Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.</p> <p><b>Attention:</b> Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p><b>Respond:</b> Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p> <p><b>Understanding:</b> Consider the listener and takes turns to listen and speak in different contexts.</p> <p><b>Speaking:</b> Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p><b>Express feelings:</b> Can show pride in achievements by showing work to others. <i>Understand how to use the 'take 5' breathing exercise to help with big feelings.</i></p> <p><b>Manage behaviour:</b> Understand behavioural expectations of the setting.</p> <p><b>Self-awareness:</b> Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p> <p><b>Independence:</b> Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> <p><b>Collaboration:</b> Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p><b>Social skills:</b> Seek others to share activities and experiences.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>

**Discovery RE**

**Fine Motor Skills**

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.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

**Gross Motor Skills**

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

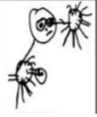


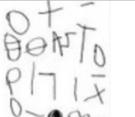
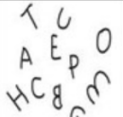

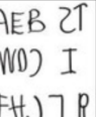
Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.


**Complete PE Units:**

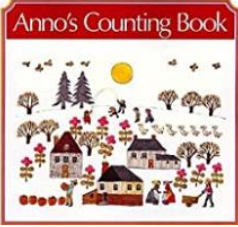
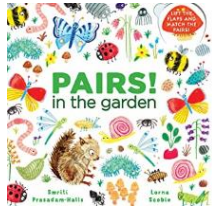
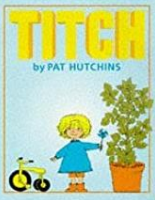
Feet 1 – Explore and develop skills for moving a ball with our feet


Moving – Explore big and small ways of moving our bodies and making shapes

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Assessment		Pre-Phonemic Stage				
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Indicate initials below						
Aut 1						
Aut 2						
Spr1						
Spr2						
Sum 1						
Sum 2						

LITERACY	<p><b>Comprehension</b>          Use picture clues to help read a simple text.          Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.          Show understanding of some words and phrases in a story that is read aloud to them.          Express a preference for a book, song or rhyme, from a limited selection.          Play is influenced by experience of books (small world, role play).</p> <p><b>Word Reading</b>          Read individual letters by saying the sounds for them.          Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.          Read a few common exception words matched to the school's phonic programme.</p> <p><b>Writing:</b>  <b>Emergent writing:</b>          Use appropriate letters for initial sounds.  <b>Composition:</b>          Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.  <b>Spelling:</b>          Spell to write VC and CVC words independently using Set 1 graphemes.  <b>Handwriting:</b>          Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> <p><b>Helicopter stories progression:</b>          Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>		<p>Daily questioning to develop comprehension skills.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.</p> <p>Continue to revisit all taught sounds daily and practice sound discrimination.</p> <div data-bbox="1480 592 1957 1150" style="text-align: center;">  </div>
	MATHEMATICS	<p>Introducing zero</p>	<p>Ongoing opportunities to explore and apply the understanding of 'nothing there' or 'all gone' - the number name zero and the numeral 0 used to represent this idea.</p>
<p>Comparing numbers to 5</p>		<p>Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity.          Use a range of representations to support this understanding and encourage the children to</p>	

		compare quantities using a variety of objects and representations.	
	Composition of 5, five wise	Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.	
	Comparing Mass	Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest.	
	Comparing Capacity	Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.	
	Number 6, 7, 8	Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.	
	Making pairs - pairs wise	Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have	

		an odd one left over, no partner. Use Snap or memory games.	
	Combining 2 groups	Use real objects to combine and see how many altogether. Encourage subitising skills.	
	Length, height	Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider, narrower. Make indirect comparisons using objects to measure items e.g., cubes or blocks.	
	Time	Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.	
UNDERSTANDING THE WORLD	<p><b>Chronology:</b> Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) – Maths, unit ‘Growing 6,7,8’ week 6.</p> <p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p><b>Mapping:</b> Find different habitats on a world map. <i>Recognise some environments that are different to the one in which they live e.g., Antarctica.</i></p> <p><b>Enquiry:</b> Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>		<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Compare environments such as woodland, rainforest and polar regions.</p> 
EXPRESSIVE ART AND DESIGN	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Artist Study – Henri Rousseau</p>		<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>



Poetry – Rumble in the Jungle

