

FOUNDATION STAGE MEDIUM TERM PLANNING: AUTUMN TERM (1)




WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
05/09/2022	12/09/2022	19/09/2022	26/09/2022	03/10/2022	10/10/2022	17/10/2022

MARVELLOUS ME!

LEARNING OPPORTUNITIES LINKED TO OUR THEME	Home Visits	Transition Week Settling in Sessions	<p>There's only one you! What does the word unique mean? What would happen if we were all the same? Read 'Elmer' by David McKee What is a 'self-portrait?' Artist study of Frida Kahlo. What are our favourite things? What makes us special? What is the same and what is different? Bank Holiday: Queen Elizabeth II state funeral</p>	<p>Our Homes and where we live Different types of homes. Who do you live with? What makes a house a home? Read 'This is our house' by Michael Rosen</p> <p>Reception Baseline Assessments</p>	<p>Our family and friends Who is in our family? Investigating our family tree (family workshop) Who are your friends? What do they do that makes them such good friends? Why is it important to be a good friend? How can I be a kind friend? How are my friends connected? Read 'Paper Dolls' by Julia Donaldson</p>	<p>What makes a good friend? Autumn and Harvest. Artist study in to Arcimboldo's 'Autumn' painting How is Harvest celebrated by Christians? Noticing seasonal changes around us. Explain the changes that happen in Autumn. Start an investigation in to pumpkins Making Bread</p>	<p>Autumn and Halloween Read 'Christopher Pumpkin' by Sue Hendra Continue with our pumpkin investigation</p>

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING THROUGHOUT THE YEAR
COMMUNICATION AND LANGUAGE	<p>Listening: Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important.</p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when asked e.g., 'chime = freeze & show me 5' (whole school rule)</p> <p>Understanding: Know how to follow 1 step instructions e.g., put bookbag in drawer.</p> <p>Speaking: Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., 'Good Morning!'</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. Use talk to organise themselves and their play.</p>
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Express feelings: Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.</p> <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Know the behavioural expectations of Foundation Stage and Devoran School. Know that following rules is important. We are 'Ready, Respectful and Safe'</p> <p>Self-awareness: Know what they like and do not like. Know that there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence:</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>

	<p>Know how to organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.</p> <p>Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Know that if work together to keep the class rules and earn positive rewards.</p> <p>Social skills: Know how to engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.</p>	 <p>The cover of 'Starting School' shows a group of diverse children. 'The Colour Monster' features a green monster with a red nose. 'All Are Welcome' shows a group of diverse children holding hands under a yellow speech bubble.</p>
<p>PHYSICAL DEVELOPMENT</p>	<p>Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.</p> <p>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.</p> <p>PE: Gymnastics</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>

Comprehension

Listen and enjoy sharing a range of books.

Know how to hold a book correctly, handle with care.

Know that a book has a beginning, an end.

Know how to hold the book the right way up and turn some pages appropriately.

Know that text in English is read top to bottom and left to right.

Know the difference between text and illustrations.

Know how to recognise some familiar words in print, e.g., own name or advertising logos.

Know that illustrations help to understand what is happening in a story.

Know familiar rhymes, stories or poems and complete a repeated refrain.

Word Reading

Hear general sound discrimination and be able to orally blend and segment. Learn Set One Single Sounds

Writing**Emergent writing:**

Know that writing communicates meaning.

Know that marks can have meaning.

Know how to write their name by copying it from a name card or try to write it from memory.

Composition:

Know that ideas for stories can be written down.

Use talk to link ideas, clarify thinking and feelings.

Spelling:

Know how to orally segment sounds in simple words.

Know how to write their name copying it from a name card or try to write it from memory.

Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom.

Know how to draw lines and circles.

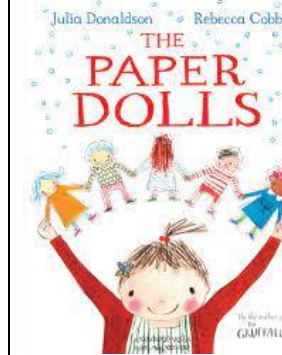
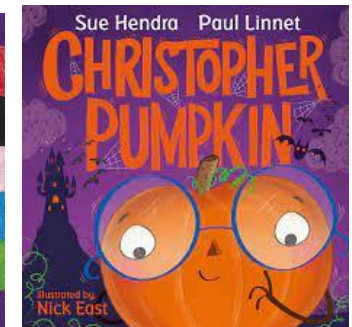
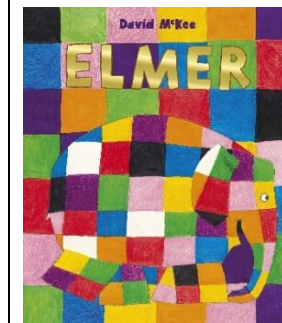
Helicopter stories progression:


Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.

Enjoy joining in with rhyme, songs, and poems.

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.

Develop listening and speaking skills in a range of contexts.



<p>MATHEMATICS</p>	<p>Counting and Cardinality Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation) Count forwards and backwards 0- 10 Use one to one correspondence (touch each object and give it a number) Count objects, actions and sounds Count out objects from a larger group (within 10) Know that the last number counted gives the total so far Subitise numbers up to 5</p> <p>Shape and Spatial Awareness Develop spatial awareness by experiencing different viewpoints Respond and use language of position and direction Respond and use language of which is relative to the viewpoint</p> <p>Measure Recognise attributes (e.g. stick is long, adults are tall) Compare 2 items by size and find out which is bigger/smaller</p> <p>Pattern Continue, copy and create an AB pattern</p>	<p>Continue to revisit key skills – Counting, Noticing, Subitising, Sorting, matching, comparing & ordering</p>
<p>UNDERSTANDING THE WORLD</p>	<p>Chronology: Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them.</p> <p>Enquiry: Know that you can find out information from different sources e.g., internet, books.</p> <p>Respect: Know and talk about the special things in their own lives. Know how to respect and take care of school resources. Know how to show respect and care for the natural environment and all living things.</p> <p>Mapping: Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Pete's story map around school, seating maps, nature area map. Know common signs and logos.</p> <p>Communication: Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside. Explore the natural world around them</p> <p>RE: Special People – what makes people special?</p>	 <p>The Great Big Book of Families Mary Hoffman · Ken Spurgeon</p> <p>In Every House, on Every Street Jan Pridmore · Liz La Bonte</p> <p>Who's In My Family? All About Our Families ROBBIE H. HARRIS Illustrated by NADINE BERNARD WESTCOTT</p> <p>STORY BOOK DVD This is Our House Michael Rosen · Bob Graham</p>

Mark Making/Drawing:

Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Create a self-portrait.

Colour:

Know the names of light colours and dark colours.

Know how colours can be changed using light and dark colours.

Notice the difference in individuals skin colour

Painting:

Artist study – Arcimboldo's Four Seasons 'Autumn' Frida Kahlo's self portraits

Know how to mix skin coloured paint and match to their own

Printing:

Know how to print using hands, feet, and fingers.

Materials:

Know that materials can feel different. Know some words to describe materials.

Junk Modelling at the Creation Station

3D Work:

Loose parts - Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year)

Cutting Skills:

Know how to safely pass scissors to another person.

Know how to use scissors to make snips in paper.

