



# FOUNDATION STAGE MEDIUM TERM PLANNING: AUTUMN TERM (2)

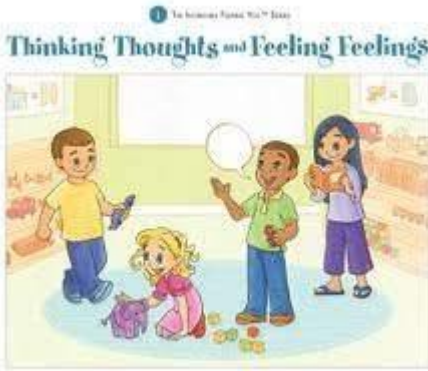


WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
31/10/2022	7/11/2022	14/11/2022	21/11/2022	28/11/2022	05/12/2022	12/10/2022

## LET'S CELEBRATE!

LEARNING OPPORTUNITIES LINKED TO OUR THEME	<b>Diwali/Guy Fawkes &amp; Bonfire Night</b> Learn a simplified version of the Gunpowder Plot. Explore firework art through sensory play (shaving foam) and printmaking. Learn about Diwali and how Hindu families celebrate the festival of light. Embelish our classroom with traditional decorations including candle holders and clay Diva lamps.	<b>Diwali/Remembrance Sunday</b> Make Indian sweets and gifts for our family and friends. Hear the traditional Indian story of Rama and Sita. Study portraits of different Hindu Gods. Learn about Rangoli Patterns and recreate our own with coloured rice and chalks. Take part in a traditional ceremony to mark the end of Diwali. Remember those who fought and lost their lives during the war. Honour their memory with poppies	<b>Anti-Bullying Week (Reach Out)</b> <b>World Nursery Rhyme Week</b> <b>Children in Need</b> Think about and discuss what makes a good friend. How can we be a good friend to others? Make friendship bracelets for someone special in our class community. Who can we 'reach out' to if we are struggling with our relationships? WNRW focus rhymes: The Big Ship Sails, 12345, Twinkle Twinkle, BINGO, 5 Speckled Frogs	<b>Our Families, birthdays and celebrations</b> Who do I live with? Where do I live? Who is in my family? Family Tree's. How has my family changed over the years? How old am I? How do we celebrate birthdays/Christmas in our family? Send an invitation to our family to come into school and make Gingerbread people.	<b>Hanukkah</b> What is Hanukkah? How, when and where is it celebrated and by whom? Explore family traditions. Invite a member of our community to come and talk to the children about how Hanukkah is celebrated in their family. Find out about the Menorah. Patterns in art – study Andy Warhol and Yayoi Kasuma and create Christmas wrapping paper using repetitive print rollers.	<b>Christmas</b> Take part in a traditional Nativity performance in front of an audience. Make Christmas cards and crafts for our families. Learn about the Nativity story and why Christmas is an important time for Christians. Christmas Post Office Role Play. Design a Christmas stamp Write and send a letter to Father Christmas.	<b>Christmas Cont.</b>
	TALK 4 WRITING	The Gingerbread Man	The Gingerbread Man	The Gingerbread Man	The Gingerbread Man	We're Going on an Elf Chase!	We're Going on an Elf Chase!

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING THROUGHOUT THE YEAR
COMMUNICATION AND LANGUAGE	<p><b>Listening:</b> Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p><b>Attention:</b> Maintain attention in new situations e.g., Hall for Cornwall - Christmas Pantomime or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.</p> <p><b>Respond:</b> Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction books.</p> <p><b>Understanding:</b> Follow instructions or a question with 2 parts in familiar situations.</p> <p><b>Speaking:</b> Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event e.g., how scratched knee' Recognise words that rhyme or sound similar E.g., "Cat and hat". Develop social phrases – "Good morning, how are you?"</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><b>Express feelings:</b> Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the zone of regulation board. Beginning to express their feelings and consider the perspectives of others.</p> <p><b>Manage behaviour:</b> Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p><b>Self-awareness:</b> Can talk about what they are doing and why.</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><b>Independence:</b>          Can independently choose areas they would like to play in or resources they would like to use.          Can say when they help.          With some support can get dressed and undressed for PE sessions.          Can follow instructions with 2 parts.</p> <p><b>Collaboration:</b>          Begin to share and take turns.</p> <p><b>Social skills:</b>          Continue to build constructive and respectful relationships.          Seek familiar adults and peers to engage in conversations and ask for help.</p> <p><b>Social Explorers Unit 1: Thinking Thoughts and Feeling Feelings</b>          What is a thought? What is a feeling?          Children will see their brain as a 'thought maker' – defining a thought as an idea, picture, or quiet words they have in their heads. The heart is introduced as a 'feelings keeper.' A feeling is defined as something that happens in your body. To help us talk about a feeling, we might use words such as happy, sad, mad or scared.</p>	 <p>The book cover features the title "Thinking Thoughts and Feeling Feelings" in a blue, stylized font at the top. Below the title is an illustration of four children in a classroom. A boy on the left is holding a blue thought bubble. A girl in the center is holding a pink heart. Another boy on the right is holding a green thought bubble. A girl on the far right is holding a purple heart. The background shows a classroom with a whiteboard and shelves.</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><b>PE: Parachute and Bikes</b></p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>

**Comprehension**

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from book or role-play.

**Word Reading (Read, Write Inc)**

Have rapid recall of all single sounds (minimum first sixteen Set 1 Sounds)

Learn to blend sounds into words orally.

Use 'Fred Talk' to read Phonics Green Cards (word time 1.1-1.5)

**Writing****Emergent writing:**

Copies adult writing behaviour e.g., writing on a whiteboard, writing messages.

Makes marks and drawings using increasing control.

Know there is a sound/symbol relationship.

Use some recognisable letters and own symbols.

Write letters and strings, sometimes in clusters like words.

**Composition:**

Orally compose a sentence and hold it in memory before attempting to write it.

**Spelling:**

Orally spell VC and CVC words by identifying the sounds.

Use 'Fred Fingers' as a strategy for spelling.

Write own name.

**Handwriting:**

Form letters from their name correctly. Recognise that after a word there is a space.

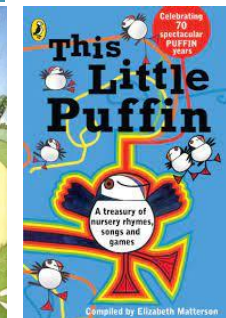
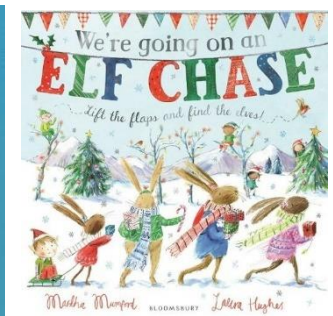
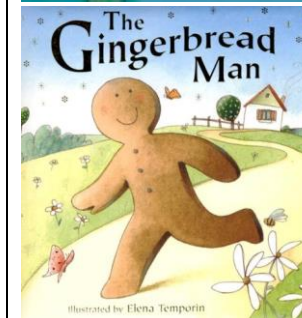
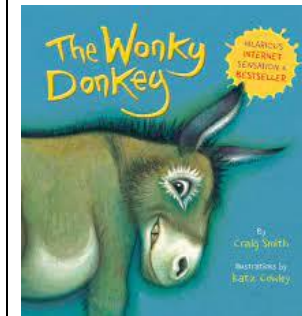
**Helicopter stories progression:**

Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of 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><b>Counting and Cardinality</b>          Show finger numbers up to 10          Recognise numerals 0-5, then 0-10          Link the numeral with its cardinal value 1-5, then 1-10 objects          Know that a number does not change if things are rearranged</p> <p><b>Comparison</b>          Compare collections of different amounts using language such as more/fewer          Compare collections of equal amounts using language such as 'same'</p> <p><b>Shape and Spatial Awareness</b>          Develop shape awareness through construction (including selecting, rotation and manipulating 2D and 3D shapes)</p> <p><b>Measure</b>          Compare 2 items by length or height (from aligned starting points) and find out which item is longer/short, taller/shorter</p> <p><b>Pattern</b>          Notice and correct an error in an AB pattern and discuss how to fix it.          Identify the unit of repeat in an AB pattern</p>	<p>Continue to revisit key skills – Counting, Noticing, Subitising, Sorting, matching, comparing &amp; ordering. Develop confidence in using manipulatives, graphical representations, subitising and exploring pattern.</p> <p>Counting real life objects, subitising and counting objects that are identical before moving onto objects with slight differences such as size or colour.</p> <p>Children encouraged to put objects into a line when counting so there is a clear start and end point.</p> <p>Concept images like Five frames used to support and compare numbers within 5.</p> <p>Numerals introduced but not expected to write them at this stage.</p> <p>Informal jottings/drawings to record thinking.</p> <p>When counting continue to learn that the final number they say names the quantity of the set.</p> <p>Continue to count, subitise and compare as they explore one more and one less.</p> <div data-bbox="1487 751 1944 1206" data-label="Image"> </div>
<p>UNDERSTANDING THE WORLD</p>	<p><b>Chronology:</b>          Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them.</p> <p><b>Enquiry:</b>          Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.          Ask questions, use different sources to find answers including books.          Comment on images of familiar situations in the past.</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. Explore the natural world around them by taking part in weekly forest school inspired 'Nature School'</p>

**Respect:**

Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

Know how to show respect and care for the natural environment and all living things.

**Mapping:**

Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, The Jolly Postman's delivery route, Story Maps – The Gingerbread Man

Know common signs and logos.

**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

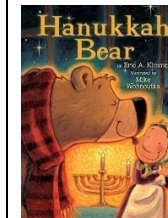
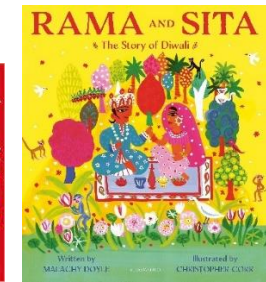
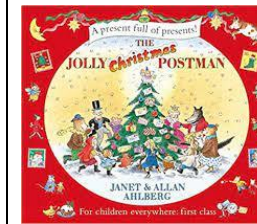
**RE: God/The Creation**

Why is the word 'God' so important to Christians?

How can we care for our wonderful world?

The Nativity

sessions and making observations and drawing pictures of animals and plants.



**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:**

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

**Printing:**

Know how to print using hands, feet, and fingers – study artists such as Andy Warhol or Yayoi Kusama and how pattern is a theme through their work

Repeat Pattern Rollers – Access Art resource, printing wrapping paper at Christmas

**Materials:**

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

Junk Modelling at the Creation Station

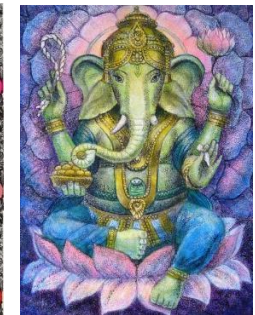
**3D Work:**

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.



EXPRESSIVE ART  
AND DESIGN