

<b>MEDIUM TERM PLANS</b>	<b>AUTUMN TERM 1<sup>st</sup> HALF TERM</b>	<b>FOUNDATION STAGE CLASS</b>	<b>FOCUS: SETTLING IN CURRICULUM</b>	<b>M.A. More Able L.A. Less Able R:Reception N:Nursery</b>
<b>AREA</b>	<b>AIMS</b>	<b>HOW</b>	<b>NON TOPIC PLANNING</b>	<b>DISPLAYS AND RESOURCES</b>
<b>PERSONAL,SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p><b>To separate from main carer with confidence</b></p> <p><b>To manage own personal needs</b></p> <p><b>Select and use resources with support</b></p>	<p>Staggered intake into nursery and reception.</p> <p>Home visit, photographs from home for box/peg.</p> <p>Adults to plan support in all areas. Visual timetable.</p> <p>Activities from children's interests – home links.</p> <p>Adults to support self-chosen activities</p>	<p>Class promises in circle time. Discuss golden points, star of the day and week.</p> <p>Photos of children in class for rhyme.</p>	<p>Display star awards.</p> <p>Discuss 'We are kind and helpful' banner and display.</p> <p>Display class promises.</p> <p>Display golden award in line with school behaviour policy.</p> <p>New children's welcome display in children's home language.</p>
<b>COMMUNICATION AND LANGUAGE</b>	<p><b>To use vocabulary focussed on objects and people important to them.</b></p> <p><b>To listen and respond to ideas expressed by others in conversation/discussions</b></p>	<p>Walk around class/school to learn appropriate vocabulary of surroundings.</p> <p>Adults ask how and why questions.</p> <p>Introduce listening rules, hands up, partner talk.</p> <p>Use stories to encourage discussion of feelings.</p>		<p>Interactive display of classroom/school areas.</p>
<b>PHYSICAL DEVELOPMENT</b>	<p><b>Hold pencil with pincer grip to mark make. M.A.</b></p> <p><b>Negotiate space to avoid obstacles.</b></p> <p><b>To use tools to support development of fine motor skills</b></p> <p><b>To manage own basic hygiene.</b></p>	<p>Opportunities to practise skills in writing in D&amp;M areas.</p> <p>Mark making with tactile materials.</p> <p>Boundaries for some activities.</p> <p>Timers for sharing.</p> <p>Teach children to use equipment safely.</p> <p>Support lunch and snack time.</p> <p>Introduce IWB – rules etc.</p> <p>Adult to support with correct scissor control.</p>	<p>Continue café snack system.</p> <p>Provide snacks that provide opportunities for children to use fine motor skills – knife and fork, pouring milk, spreading with a knife.</p> <p>Use D&amp;M table for opportunities to use small tools.</p>	

<p><b>LITERACY</b></p>	<p><b>Learn speed sounds 1; phase 2 tricky red words.</b></p> <p><b>Nursery: phase 1 phonic skills. To hear and say sounds in words.</b></p> <p><b>To show awareness of how books are structured.</b></p> <p><b>To attempt to write own name.</b></p>	<p>Daily phonics lessons. Use of Jess talk through the day. Focus on acting out and retelling stories. Adults to support story telling by scribing. Using writing areas to mark make.</p>	<p>Self-registration – reading names on entry. Parents to change books on Thursdays with children. Continuous provision of writing opportunities in role play. Language groups –Miss Gibbs</p>	<p><b>BOOKS AND STORIES</b></p> <p>Books which focus on starting school and friendships. Rainbow Fish Titch Rhyming stories Owl babies</p>
<p><b>MATHEMATICS</b></p>	<p><b>To count out objects to 10/20</b></p> <p><b>To recognise numerals of personal significance.</b></p> <p><b>To order and sequence familiar events</b></p> <p><b>To sort and match objects</b></p>	<p>Board games, math stories and sharing out objects in play. Matching numbers on own boxes to self-register. Visual timetable, making individual books. Tidying up by matching/sorting objects to correct boxes.</p>	<p>Continuous provision in role play areas. Making a height chart for both Nursery and Reception.</p>	<p><b>MATHS DISPLAYS</b></p> <p>Height charts to measure and compare throughout the year. Interactive number lines.</p>
<p><b>UNDERSTANDING THE WORLD</b></p>	<p><b>To talk about features of their own environment and the wider world.</b></p>	<p>Walk around school taking pictures to make a pictorial map.</p>	<p>Begin a Ruby Class Diary to Record significant class events.</p>	<p><b>R.E. FOCUS</b></p> <p>Year B prayers and celebrations. Class prayers. We are kind and helpful. Discuss Eid and Muslim prayer. Awe and Wonder displays</p>
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p>	<p>To explore what happens when colours are mixed.</p> <p>To investigate painting techniques.</p> <p>To copy and create rhythms</p>	<p>Encourage children to explore a range of materials. Explore how and why colours change. Use instruments and body sounds to copy and make a simple rhythm.</p>		<p><b>ROLE PLAY</b></p> <p>To scaffold play both inside and out and ensure a range of materials are available to support this play</p>

