

MEDIUM TERM PLANS	AUTUMN TERM 1 <sup>st</sup> HALF	FOUNDATION STAGE	FOCUS: Settling in curriculum/ourselves	
AREA	AIMS	HOW	NON-TOPIC PLANNING	DISPLAYS AND RESOURCES
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Self-Regulation Managing Self Building Relationships	To separate from main carer with confidence <b>ALL</b> To manage own personal needs <b>ALL</b> Shows concern for others <b>ALL</b> Select and use resources with support/ independently <b>NUR/REC</b>	Staggered intake into nursery and reception Home visit, photographs from home visit for box/peg <b>ALL</b> Adults to plan support in all areas. Visual timetable. <b>ALL</b> Activities from children's interests – home links. Adults to support self-chosen activities <b>ALL</b>	Class promises in circle time. Discuss rainbow chart, star of the week/day. <b>ALL</b> Photos of children for number line/sound frieze <b>ALL</b>	Friendship Tree Attendance cup display Class rules displayed New children's welcome display in children's home language
<b>COMMUNICATION AND LANGUAGE</b> Listening, Attention and Understanding Speaking	To use vocabulary focussed on objects and people important to them. <b>ALL</b> To listen and respond to ideas expressed by others in conversation/discussions <b>ALL</b> To follow simple instructions <b>NUR</b>	Walk around class/school to learn appropriate vocabulary of surroundings. <b>REC</b> Adults ask how and why questions. <b>ALL</b> Introduce listening rules, hands up, partner talk. <b>ALL</b> Use stories to encourage discussion of feelings <b>ALL</b>	Children show and tell <b>ALL</b> Lolly sticks to promote individual responses <b>REC</b>	Interactive display of classroom/school areas Listening shell during circle time Visual timetable Special objects to support story telling
<b>PHYSICAL DEVELOPMENT</b> Gross Motor Skills Fine Motor Skills	Lining up – queuing – mealtimes <b>REC</b> Hold pencil with pincer grip to mark make. <b>ALL</b> Negotiate space to avoid obstacles. <b>ALL</b> To use tools to support development of fine motor skills. <b>ALL</b> Turn the pages of a book <b>NUR</b>	Opportunities to practise skills in writing in D&M areas. <b>ALL</b> Mark making with tactile materials. <b>ALL</b> Timers for sharing. <b>ALL</b> Children to be taught how to use equipment safely. <b>ALL</b> Adult to support with correct scissor control <b>ALL</b> Large climbing frame in Catriona's garden <b>ALL</b>	Continue café snack system, providing snacks that give opportunities for children to use fine motor skills – knife and fork, pouring milk, spreading with a knife. <b>ALL</b> Use D&M table for opportunities to use small tools <b>ALL</b>	<b>EQUIPMENT</b> Sports equipment available during child-initiated learning (CIL) All weather equipment box

<p><b>LITERACY</b> Comprehension Word Reading Writing</p>	<p>Phase 1 phonic skills. To hear and say sounds in words. <b>NUR</b> RML speed sounds 1/2; phase 2 tricky red words <b>REC</b> To show awareness of how books are structured. <b>ALL</b> To attempt to write own name. <b>ALL</b></p>	<p>Daily phonics lessons. <b>ALL</b> Use of Jess talk through the day. <b>ALL</b> Focus on acting out and retelling stories. <b>ALL</b> Adults to support story telling by scribing. <b>REC</b> Using writing areas to mark make. <b>ALL</b></p>	<p>Self-registration – reading names on entry. <b>ALL</b> Parents to change books on Thursdays with children. <b>ALL</b> Continuous provision of writing/ mark making opportunities in role play. <b>ALL</b> Language groups within the classroom. <b>REC</b></p>	<p><b>BOOKS AND STORIES</b> Books which focus on starting school and friendships. Rainbow Fish Titch Rhyming stories Owl babies</p>
<p><b>MATHEMATICS</b> Number Numerical Patterns</p>	<p>Begin to say numbers in order and count on fingers. Compare and recognise changes in numbers and shapes <b>NUR</b> To count/order objects to 10. Begin to subitise numbers to 5. Introduce 2D shapes <b>REC</b> To measure and use terms short/tall, large/small <b>REC</b> To recognise numerals of personal significance. <b>ALL</b> To order and sequence familiar events. <b>ALL</b></p>	<p>Daily focus maths sessions <b>REC</b> Board/ shape and dice games inside and outside. <b>ALL</b> Sharing out objects in play. <b>ALL</b> Matching numbers on own box to self-register. <b>REC</b> Visual timetable, making individual books. <b>REC</b> Days of the week song <b>ALL</b> Tidying up by matching /sorting objects to correct boxes <b>ALL</b></p>	<p>Continuous provision in role play areas. <b>ALL</b> Making a height chart for reception and nursery <b>ALL</b></p>	<p><b>MATHS DISPLAY</b> Height charts to measure and compare throughout the year. Interactive number lines Numbers for meaning displayed around class room e.g. paint aprons, snack table</p>
<p><b>UNDERSTANDING THE WORLD</b> Past and Present People, Culture and Communities The Natural World</p>	<p>To talk about feature of their own environment and the wider world. <b>REC</b> Use all their senses in hands-on exploration of natural materials <b>NUR</b> Encourage children to talk about what they see <b>ALL</b></p>	<p>Walk around the school, taking pictures to make a pictorial map. <b>REC</b> Make collections of natural materials <b>ALL</b> Provide equipment to support these observations <b>ALL</b></p>	<p>Contribute pictures to school website to record significant class events <b>ALL</b></p>	<p><b>R.E. DISPLAY/FOCUS</b> Weekly R.E. story Candle. R.E. story display. Collective worship - Yr1 The Creation Story</p>
<p><b>EXPRESSIVE ARTS AND DESIGN</b> Creating with Materials Being imaginative and Expressive</p>	<p>To explore what happens when colours are mixed. <b>ALL</b> To investigate painting techniques. <b>REC</b> To copy and investigate rhythms <b>ALL</b></p>	<p>Children to explore a range of materials. Explore how and why colours change. <b>ALL</b> Use instruments and body sounds to copy and make a simple rhythm. <b>ALL</b></p>	<p>Paints, mixing trays, assorted thicknesses of brushes available during CIL <b>ALL</b> Music area outside <b>ALL</b></p>	<p><b>ROLE PLAY</b> To scaffold play both inside and out and ensure a range of materials are available to support this play.</p>

MEDIUM TERM PLANS	AUTUMN TERM 2 <sup>nd</sup> Half Term	FOUNDATION STAGE	FOCUS: CELEBRATIONS/AUTUMN/DIWALI FIREWORK/REMEMBRANCE	
AREA	AIMS	HOW	NON-TOPIC PLANNING	DISPLAYS AND RESOURCES
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Self-Regulation Managing Self Building Relationships	Understands that own actions affect other people, manage their behaviour accordingly. <b>REC</b> To be confident to speak to others about their own needs, wants, interests and opinions. <b>REC</b> Shows a range of feelings through behaviour and play <b>NUR</b> Work and play together, taking turns <b>ALL</b> Children <b>begin to/ manage</b> their own personal needs <b>NUR/REC</b>	Use rainbow chart, friendship stickers and class promise to support turn taking and friendships. <b>REC</b> Use stories and circle time to reinforce friendships/turn taking <b>NUR</b> Adults play alongside identified chn to model negotiation language. <b>ALL</b> Co-operation activities in small groups <b>ALL</b> Allow enough time for children to independently manage their personal needs e.g. putting coat on <b>ALL</b>	Continue a whole snack on Thursday for all children to encourage turn taking, peer communication and introduction of snack time expectations <b>ALL</b>	Friendship Tree Attendance cup display Discuss class rules and raise the profile of friendship stickers. New children's welcome display in children's home language Say hello in children home language at p.m. register
<b>COMMUNICATION AND LANGUAGE</b> Listening, Attention and Understanding Speaking	Hold conversations in back and forth exchanges, encouraging children to ask questions to clarify their understanding. <b>REC</b> Follow instructions involving several ideas or actions. <b>REC</b> To use talk to sequence and clarify thinking <b>ALL</b> Use language to recall past experiences <b>NUR</b>	Increase opportunities for children to follow 2/3 part instructions. <b>ALL</b> Break activities into sequential steps. <b>ALL</b> Provide visual prompts to support <b>ALL</b> Provide opportunities to talk <b>ALL</b>	<b>NELI/Language</b> group with identified children to increase listening skills and expressive language <b>REC/NUR</b> Listening table to support independent listening games and CD stories <b>ALL</b> Circle times - 'Show and tell' <b>ALL</b>	Continue to use lolly stick names to select children to answer questions in a class group to encourage speaking within a group

<p><b>PHYSICAL DEVELOPMENT</b> Gross Motor Skills Fine Motor Skills</p>	<p>Negotiate space to avoid obstacles. <b>ALL</b> To handle tools safely and effectively, including writing tools. <b>ALL</b> To use a variety of tools to support development of fine motor skills. <b>ALL</b></p>	<p>Opportunities to practise skills in writing/mark making in D&amp;M areas. <b>ALL</b> Mark making with tactile materials. <b>ALL</b> Teach children to use equipment safely. <b>ALL</b> Adult to support with correct scissor control – snipping and cutting a variety of materials <b>ALL</b> Playdough gym <b>ALL</b></p>	<p>Continue café snack system. Provide snacks that give opportunities for children to use fine motor skills – knife and fork, pouring milk, spreading with a knife. <b>ALL</b> Increase opportunities to use scissors for all nursery children. <b>NUR</b> Provision of a variety of P.E. equipment <b>ALL</b></p>	<p>Visual prompts for using tools safely in D&amp;M area  Daily café snack (To continue healthy lifestyle focus. Linking with snack table)</p>
<p><b>LITERACY</b> Comprehension Word Reading Writing</p>	<p>Continue phonics programmes. <b>NUR/REC</b> Give meaning to marks they make. <b>ALL</b> Use language to imagine and develop own narrative and vocabulary. <b>REC</b> Begin to write recognisable letters <b>REC</b> Begin to mark make using different media <b>NUR</b> Re-tell a past event <b>NUR</b></p>	<p>Encourage children to use writing opportunities provided within play areas and D&amp;M area. <b>ALL</b> Use props to encourage children to make up stories <b>REC</b> Introduce a wide genre of books <b>ALL</b></p>	<p>ORT books to go home when appropriate. <b>REC</b> To encourage talk for writing. <b>ALL</b> Scribe children’s stories when appropriate <b>ALL</b></p>	<p><b>BOOKS AND STORIES</b> Christmas stories Nativity Other stories/ non – fiction texts from children’s interests Information books – seasons Poetry books Diwali Handa’s Surprise</p>
<p><b>MATHEMATICS</b> Number Numerical Patterns</p>	<p>To begin to automatically recall number facts - subitising numbers up to 5 <b>REC</b> Recite numbers to 10/20 and begin to record amounts in different ways <b>NUR/REC</b></p>	<p>Board and dice games inside and outside. <b>ALL</b> Counting rhymes. <b>NUR</b> Wrapping 3D parcels in Santa’s grotto <b>ALL</b> Making 2D and 3D Christmas decorations <b>ALL</b></p>	<p>To use Maths City program using interactive white board and tablets. <b>REC</b> Maximise opportunities in all areas to promote shape and number <b>ALL</b> Use construction materials to support identification of properties of 3D shapes. <b>ALL</b></p>	<p><b>MATHS DISPLAY</b> Seasonal autumn display. Interactive counting display. Interactive number lines Collage of 2D shapes</p>

	<p>To recognise some 2D/3D shapes <b>NUR/REC</b></p> <p>Accurately count objects 1:1 <b>NUR</b></p> <p>Show an interest in shapes <b>NUR</b></p> <p>Begin to look at pattern within Diwali celebrations <b>ALL</b></p> <p>Recognise patterns within the environment <b>REC</b></p>	<p>To recognise shape and pattern within the environment <b>ALL</b></p>		
<p><b>UNDERSTANDING THE WORLD</b></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Recognise people have different beliefs and special places to their community. <b>REC</b></p> <p>Recognise some similarities/differences in different countries – Handa’s Surprise/ Nativity <b>REC</b></p> <p>Explore the natural world around them, changes and seasons <b>ALL</b></p>	<p>Activities linked to Autumn and change. <b>ALL</b></p> <p>Activities linked to Advent and Christmas <b>ALL</b></p> <p>Celebrate Harvest/Christmas <b>ALL</b></p> <p>Recognise special times e.g. Remembrance Day/Diwali <b>ALL</b></p>	<p>Continue R.E. plan. <b>REC</b></p> <p>Introduce the Vision statement, Lord’s prayer and the School prayer. <b>REC</b></p> <p>Visit to Hilly fields to look at signs of autumn and change <b>REC</b></p> <p>Visit to church <b>REC</b></p> <p>Santa’s Grotto – Role play (Dec) <b>ALL</b></p>	<p>WORKING WALL – focus R.E.</p> <p>Weekly R.E. story candle.</p> <p>Collective worship - Yr1 &amp; whole school</p> <p>Whole class RE floor book</p> <p>Interactive Nativity scene</p>
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p>Creating with Materials</p> <p>Being imaginative and Expressive</p>	<p>To explore a variety of painting and printing techniques <b>REC</b></p> <p>To sing songs, make music and dance introducing their own rhythms <b>ALL</b></p> <p>Independent paint mixing <b>ALL</b></p> <p>Making poppies <b>ALL</b></p>	<p>Provide opportunities for different techniques of painting using textured paint and paper. <b>ALL</b></p> <p>Learn Nativity and songs for Christmas concert <b>ALL</b></p>	<p>Variety of resources available in design and make area for independent use during CIL <b>ALL</b></p> <p>Santa’s workshop set up <b>ALL</b></p> <p>Nativity performance <b>ALL</b></p>	<p>Autumn art: leaf printing, leaf light catchers etc.</p> <p>Nativity display</p> <p>Stained glass windows</p> <p>Christmas and Advent activities and arts</p>

MEDIUM TERM PLANS	SPRING TERM 1 <sup>st</sup> HALF	FOUNDATION STAGE	FOCUS: Winter/Polar regions. People who help us Chinese New Year	
AREA	AIMS	HOW	NON TOPIC PLANNING	DISPLAYS AND RESOURCES
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Self-Regulation Managing Self Building Relationships	To play cooperatively, using the language of negotiation. <b>ALL</b> To promote caring of the environment and others. <b>ALL</b> To describe self in positive terms and talk about abilities; confident to try new activities. <b>ALL</b> Attempt challenges by showing resilience and perseverance. <b>ALL</b> Manage own basic hygiene and personal needs. <b>ALL</b>	Circle time. Stories and songs. Working together in independent child-initiated learning (CIL). Adult modelling negotiation language. <b>ALL</b> Weekly session of Proud Time <b>REC</b> Share 'WOW' sheets and work from home. <b>ALL</b> Adult encouraging independence in managing personal care <b>ALL</b>	Continue to raise profile of friendship stickers and the friendship tree. <b>ALL</b> Working together as a Ruby class team. <b>ALL</b> Continue to use WOW sheets <b>ALL</b> Encourage an ethos of having 'a go' within the classroom <b>ALL</b> Allowing time for children to independently manage their personal care <b>ALL</b>	Value cup display Friendship Tree/stickers Challenge questions linked to activities
<b>COMMUNICATION AND LANGUAGE</b> Listening, Attention and Understanding Speaking	Begin to articulating their thoughts and ideas into well – formed sentences using past, present and future tenses <b>REC</b> Develop own narratives and explanations by connecting ideas and events <b>REC</b> Extend vocabulary by grouping and naming and exploring the sounds of new words. <b>NUR</b>	Use books resources, experiences and internet to explore world around us. <b>ALL</b> Story sequencing, listening and story table. <b>ALL</b> Music, small world resources and photo prompts to write stories. <b>REC</b> Participate in small group, class and one-to-one discussions offering their own ideas. <b>ALL</b>	NELI Language groups with identified children to increase listening and speaking skills and expressive language. <b>REC</b>  Language groups with identified children to increase listening and speaking skills and expressive language <b>NUR</b>	Listening/story table CD stories
<b>PHYSICAL DEVELOPMENT</b> Gross Motor Skills Fine Motor Skills	To continue to develop and refine gross motor skills in a range of ways, safely negotiating space and developing overall body	Obstacle courses, mark out boundaries. Ball skills including throwing, catching, kicking, etc. Use road safety equipment and big playground box. <b>ALL</b>	Outdoor trolley of equipment stocked with different equipment to ensure different skills are practised. <b>ALL</b>	Outdoor trolley of equipment Role play – inside/outside dentist/doctors/restaurant/home corner/polar regions Opportunities for using tools to

	<p>strength, balance, co-ordination and agility. <b>ALL</b></p> <p>To continue to develop fine motor skills by handling tools, objects, construction and malleable materials safely and with increasing control. <b>ALL</b></p>	<p>Scissor control activities and using knife and fork for snack time. <b>ALL</b></p>	<p>Fine motor equipment regularly accessed during daily 'busy finger activities' <b>ALL</b></p>	<p>promote cutting/snipping using different media</p> <p>To continue healthy lifestyle focus. Linking with snack table</p>
<p><b>LITERACY</b></p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Phase 1 activities- <b>NUR</b></p> <p>Speed Sounds 1 &amp; 2 activities <b>REC</b></p> <p>To say a sound for each letter taught <b>REC</b></p> <p>To write own names and begin to write simple words and sentences – <b>REC</b></p> <p>To read/write words by sound blending - <b>REC</b></p> <p>Demonstrate understanding and anticipation of fiction/non-fiction and rhyming books <b>ALL</b></p>	<p>Completion of speed sounds 1 &amp; 2 <b>REC</b></p> <p>Daily whole class sessions divided into 2/3 groups to support differentiation <b>REC</b></p> <p>Deciphering everyday sounds and beginning to hear initial sounds at the beginning of objects <b>NUR</b></p> <p>Encourage independent writing/mark making in all areas <b>ALL</b></p>	<p>To know that information can be retrieved from books and computers. <b>ALL</b></p> <p>Send home word detective books <b>REC</b></p> <p>Continue to develop a 'language rich environment' <b>ALL</b></p>	<p><b>BOOKS AND STORIES</b></p> <p>Polar Bear, Polar Bear</p> <p>Sneezy the Snowman</p> <p>Stickman. Other poems and information books linked to focus and children's interest</p> <p>Information books – 'people who help us'</p>
<p><b>MATHEMATICS</b></p> <p>Number</p> <p>Numerical Patterns</p>	<p>To understand concept of one more/less from a group of 5 subitising – extend to 10 <b>REC</b></p> <p>Early doubling - adding two groups together <b>REC</b></p> <p>Recognise/order number 1-6 and beyond <b>NUR</b></p> <p>Ordinal numbers <b>REC</b></p> <p>Consolidate 2D shape <b>REC</b> and introduce <b>NUR</b></p> <p>Numbers within the environment – number hunt <b>REC</b></p>	<p>Board and dice games inside and outside. <b>ALL</b></p> <p>Counting rhymes. <b>ALL</b></p> <p>Big question. <b>REC</b></p> <p>Circle/language games. <b>ALL</b></p> <p>Use the language of number, shape and space during child-initiated learning and during P.E. /outdoor learning. <b>ALL</b></p>	<p>To use maths city program to support mathematical learning. <b>REC</b></p> <p>Opportunities to subitise numbers up to 5 with growing confidence <b>REC</b></p> <p>Recognise number 1-6 <b>NUR</b>, 1-10, 1-20 <b>REC</b> in practical situations. Maximise measure opportunities in all areas. <b>ALL</b></p> <p>Ordinal numbers linked to Chinese New Year. <b>ALL</b></p>	<p><b>MATHS DISPLAY</b></p> <p>Chinese New Year</p> <p>Numbers within the environment</p>

<p><b>UNDERSTANDING THE WORLD</b>  Past and Present  People, Culture and Communities  The Natural World</p>	<p>To recognise some environments are different to the one in which we live e.g. polar regions, <b>REC</b>  Look closely at similarities differences, patterns and change within the natural world. <b>ALL</b>  Shows interest in different occupations and ways of life <b>ALL</b>  Celebrate cultures, special times  Begin to understand the past through stories and events <b>REC</b></p>	<p>Experiments linked to change. <b>ALL</b>  Planting bulbs/plants <b>ALL</b>  Winter clothes and role play. <b>ALL</b>  Explore the changes in winter and the Polar regions. <b>ALL</b>  Chinese New Year role play and resources <b>ALL</b></p>	<p>Continue R.E. plan <b>REC</b>  Introduce Lord's Prayer and School Prayer in class. <b>REC</b>  I Pads/ Lap tops in class <b>ALL</b>  Visits by 'people who help us' <b>ALL</b></p>	<p>R.E. DISPLAY/FOCUS  Weekly R.E. story Candle.  Collective worship – linked to school values  Chinese restaurant role play  Doctors/space/police role play (children's interest)  Diwali interest table  Remembrance display</p>
<p><b>EXPRESSIVE ARTS AND DESIGN</b>  Creating with Materials  Being imaginative and Expressive</p>	<p>To use available materials to make props from their own interests <b>ALL</b> or to support role play area. <b>REC</b>  Select tools and techniques needed to shape, assemble and join, <b>ALL</b>  Beginning to refine their own ideas and developing their abilities to represent them <b>REC</b>  Independent paint mixing <b>ALL</b>  Explore and engage in music making <b>ALL</b>  Being imaginative <b>ALL</b></p>	<p>Polar region area outside, discuss and design with children. <b>ALL</b>  Provide tapes, staplers, treasury tags, ribbons etc. to make models using fasteners. <b>ALL</b>  Encourage the children to use their imagination in their model making <b>ALL</b></p>	<p>Develop polar area using children's ideas. <b>ALL</b>  Chinese restaurant <b>ALL</b>  Develop outdoor music area <b>ALL</b></p>	<p>Chinese New Year interest table  Display area for the children to exhibit their own work</p>

MEDIUM TERM PLANS	SPRING TERM 2nd Half term	FOUNDATION STAGE	FOCUS: Growing/Change Animals Lent/Easter/Spring	
AREA	AIMS	HOW	NON TOPIC PLANNING	DISPLAYS AND RESOURCES
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Self-Regulation Managing Self Building Relationships	To work as part of a group or class, taking turns and sharing fairly; taking account of own and others feelings. <b>ALL</b> To promote caring of the environment and others. <b>ALL</b> Make connections between different parts of their life experiences. <b>REC</b> Be confident to try new activities <b>ALL</b> To become more proficient at managing own personal needs <b>NUR</b> To show understanding of how to support their health and wellbeing; diet/sleep/exercise/screen time/healthy teeth <b>REC</b> To know how to keep their teeth healthy <b>ALL</b>	Circle time – sharing feelings. <b>ALL</b> Using stage area together and other role play areas. <b>ALL</b> Continue weekly session of Proud Time <b>REC</b> Sharing ‘WOW’ sheets and work from home. <b>ALL</b> To care for resources in the classroom environment by encouraging independent tidying <b>ALL</b>	Continue to raise profile of friendship stickers and the friendship tree. <b>ALL</b> Working together as a Ruby class team. <b>ALL</b> Continue to use WOW sheets <b>ALL</b> Star of the <b>week/day</b> to promote sense of responsibility <b>REC/NUR</b> Labelled boxes for resources	PSE based stories shared Value cup display and attendance cup Friendship Tree/stickers Star of the week/day - badges/chair
<b>COMMUNICATION AND LANGUAGE</b> Listening, Attention and Understanding Speaking	<b>Begin/use</b> different tenses to develop communication and extend vocabulary. <b>NUR/REC</b> Ask questions to find out more and check understanding. <b>ALL</b> Articulate ideas and thoughts <b>REC</b> <b>Begin/Use</b> connectives to extend speaking in sentences. <b>NUR/REC</b>	Adults to model correct tenses/vocabulary by recasting. <b>ALL</b> Use information books, experiences and internet to explore world around us. <b>ALL</b> Story sequencing, listening and story table. <b>ALL</b> Music, small world resources and photo prompts to write/tell stories. <b>ALL</b>	Language groups with identified children to increase listening and speaking skills and expressive language. <b>NUR/REC</b> ‘Show and tell’ sessions; questions/answers <b>ALL</b>	Listening/story table CD player Lolly sticks to support all children contributing in class discussions

	<p>Sing a repertoire of songs and rhymes <b>NUR</b></p> <p>Begin/ to be able to talk about familiar books and to retell a story <b>NUR/REC</b></p>	<p>Adults to encourage/model questioning vocabulary <b>ALL</b></p>		
<p><b>PHYSICAL DEVELOPMENT</b></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>To continue to develop and refine fine/gross motor skills in a range of ways; developing overall body strength, balance, co-ordination and agility. <b>ALL</b></p> <p>Use a range of tools to promote motor skills; skipping ropes, ribbons etc.</p> <p>Encourage children to draw freely – inside/outside <b>ALL</b></p> <p>To manage own needs- putting coat on etc. <b>ALL</b></p>	<p>Obstacle courses/sports equipment available during CIL. <b>ALL</b></p> <p>Use road safety equipment. <b>ALL</b></p> <p>Scissor control activities and using knife and fork for snack time. <b>ALL</b></p> <p>Mark making with household paint brushes/water <b>ALL</b></p> <p>Allow time for children to manage own needs independently e.g. putting on coats, zips etc. <b>ALL</b></p>	<p>To continue healthy lifestyle focus. Linking with snack table <b>ALL</b></p> <p>Use hands and tools to manipulate materials/pencil control <b>ALL</b></p> <p>To promote good dental hygiene <b>ALL</b></p>	<p>Outdoor box of equipment</p> <p>Sports coach to target activities within P.E curriculum</p> <p>Role play - restaurant/ home corner/stage</p> <p>Snack table – healthy snacks</p> <p>Fruit and vegetable displays</p>
<p><b>LITERACY</b></p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Phase 1 activities - <b>NUR</b></p> <p>Engage in extended conversations about stories and understand the sequence of a story. <b>NUR</b></p> <p>Phase 2/3 Ditties <b>REC</b></p> <p>Read words and simple phrases/sentences which include tricky red words. <b>REC</b></p> <p>Begin to use punctuation in writing <b>REC</b></p> <p>To begin to write own name on entry - <b>NUR</b></p> <p>To recognise surname on entry - <b>REC</b></p>	<p>Daily whole class phonic sessions divided into 2/3 groups to support differentiation. <b>REC</b></p> <p>Send home ditties/RML books. <b>REC</b></p> <p>Use props for storytelling. <b>REC</b></p> <p>Encourage independent writing/mark making in all areas <b>ALL</b></p>	<p>To know that information can be retrieved from books and computers. <b>ALL</b></p> <p>Send home word detective books and special writing books to promote independent writing <b>REC</b></p> <p>Twice weekly free choice books sent home <b>NUR/REC</b></p>	<p><b>BOOKS AND STORIES</b></p> <p>Poems and information books linked to literacy focus and UtW focus – change, children’s interests e.g. Burglar Bill.</p> <p>Easter story/Lent</p>

<p><b>MATHEMATICS</b> Number Numerical Patterns</p>	<p>Recall number bonds to 5 begin to extend to 10 <b>REC</b> Recite numbers to 10/20 <b>NUR/REC</b> Recognises 2D/3D shapes within objects/ construction <b>NUR/REC</b> Estimation of numbers/size - how many objects, check by counting them. <b>REC</b> In practical activities and discussion begin to use the vocabulary involved in addition and subtraction <b>ALL</b> Introduce spatial/positional language <b>ALL</b></p>	<p>Board and dice games inside and outside. <b>ALL</b> Counting rhymes. <b>NUR</b> Big question. <b>REC</b> Use the language of number, shape and space during child-initiated learning. <b>ALL</b> Estimation within the environment. <b>REC</b></p>	<p>To use maths city program to support mathematical learning. <b>ALL</b> To recognise number bonds to 5/10 in practical situations. <b>ALL</b> To use Numicon to support maths activities during CIL <b>ALL</b></p>	<p>MATHS DISPLAY Maths estimation table Big block matching</p>
<p><b>UNDERSTANDING THE WORLD</b> Past and Present People, Culture and Communities The Natural World</p>	<p>To comment and ask questions about changes/events they have observed in the natural world, including seasons. <b>ALL</b> To know that information can be retrieved from digital devices. <b>NUR</b> Talk about significant events in their own experiences <b>NUR</b> To develop understanding of growth, decay and changes over time. <b>ALL</b> Talk about the lives around them and develop an understanding of different cultures and religious communities <b>REC</b></p>	<p>Experiments to support focus of Science week <b>ALL</b> Opportunities to change materials form one stage to another <b>ALL</b> Planting bulbs/ seeds and plants <b>ALL</b> Explore sinking and floating <b>ALL</b> Use images, video clips information texts to bring the wider world into the classroom <b>REC</b></p>	<p>Continue R.E. plan, consolidate Lord's Prayer / School Prayer/vision statement in class. <b>REC</b> Visit to Hilly fields to look for signs of Spring <b>REC</b></p>	<p>R.E. DISPLAY/FOCUS Weekly R.E. story Candle. Collective worship - Yr1 &amp; whole school Weekly use of iPad tablets / lap tops within class Science Lab role play  Weekly visits to the library to look at different genres of books including information books</p>

<p><b>EXPRESSIVE ARTS AND DESIGN</b>          Creating with Materials          Being imaginative and Expressive</p>	<p>Create collaboratively, sharing their creations explaining the process they have used <b>REC</b>          To use available materials to make props to support role play area. <b>ALL</b>          To create and sing songs, make music and dance <b>ALL</b>          Explore colour and colour mixing <b>ALL</b>          Explore different materials freely, developing their own ideas <b>NUR</b></p>	<p>Use role play props to stimulate imagination. <b>ALL</b>          Provide tapes, staplers, treasury tags, ribbons etc. to make models. <b>ALL</b>          Explore paint techniques <b>ALL</b>          Play sound matching games <b>ALL</b>          Sing call/respond songs <b>ALL</b></p>	<p>Paint easel/paint/pots available for independent access during CIL <b>ALL</b>          Design and make area <b>ALL</b></p>	<p>Outdoor music area          Stage role play          Music playing within the classroom          'Phonics' music          Dressing up costumes and props</p>
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MEDIUM TERM PLANS	Summer Term 1st Half term	FOUNDATION STAGE	FOCUS: Story and information books – world around us	
AREA	AIMS	HOW	NON-TOPIC PLANNING	DISPLAYS AND RESOURCES
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Self-Regulation Managing Self Building Relationships	Show sensitivity to others needs and feelings. <b>ALL</b> Think about the perspectives of others <b>REC</b> To describe self in positive terms <b>ALL</b> Be confident to try new activities <b>NUR</b> <b>Increasingly/ independent</b> managing own personal hygiene <b>NUR/REC</b> Use the language of negotiation to solve conflicts <b>ALL</b>	Circle time/whole snack <b>ALL</b> Working together in role play areas, modelling the language of negotiation. <b>ALL</b> Continue weekly session of Proud Time <b>REC</b> Share 'WOW' sheets, work from home <b>ALL</b> Share special writing books with adults and peers. <b>REC</b>	Continue to raise profile of friendship stickers and the friendship tree. <b>ALL</b> Working together in team colours. <b>ALL</b> Ruby bear to go home with Reception children. <b>REC</b> Continue to use 'WOW' sheets <b>ALL</b> To continue healthy lifestyle focus. Linking with snack table <b>ALL</b>	Cup displays in reflection area Friendship Tree Top table at the end of every term to promote good behaviour at lunch time Daily snack table provision
<b>COMMUNICATION AND LANGUAGE</b> Listening, Attention and Understanding Speaking	To extend vocabulary by grouping and naming and exploring the sounds of new words. <b>NUR</b> Understand a two-part question or instruction. <b>NUR</b> Develop own narratives and explanations by connecting ideas and events <b>REC</b> Express their ideas and feelings about experiences by using full sentences using past/present/future tenses <b>REC</b> Continue to engage with non - curriculum clubs <b>REC</b>	Use books, resources, experiences and internet to explore world around us. <b>ALL</b> Story sequencing, listening and story table. <b>ALL</b> Music, small world resources and photo prompts to write stories. <b>ALL</b> Shared book reading <b>ALL</b> Connect one idea or action to another using a range of connectives. <b>REC</b>	<b>NELI/NUR</b> Language groups with identified children to increase listening and speaking skills and expressive language. <b>REC/NUR</b> Guided reading <b>REC</b> Model speaking in complete sentences <b>ALL</b>	Listening/story table CD player Role play areas adapted to support focuses of the week and children's interests

<p><b>PHYSICAL DEVELOPMENT</b> Gross Motor Skills Fine Motor Skills</p>	<p>Skip, hop, stand on one leg, use alternative feet to climb apparatus. <b>NUR</b> To handle tools, objects, construction and malleable materials safely and with control. <b>NUR</b> <b>Increasingly /be able</b> to remember sequences and patterns of movements. <b>NUR/REC</b> Continue to develop overall body-strength, balance, co-ordination and agility. <b>REC</b> Begin to develop the foundations of efficient handwriting skills. <b>REC</b></p>	<p>Nursery to access large climbing frame. <b>NUR</b> Use road safety equipment and big playground box. Begin to try to ride two wheeled bike <b>REC</b> Scissor/pencil control activities, using knife and fork for snack time. <b>ALL</b> Opportunities for writing/drawing/mark making during CIL <b>ALL</b></p>	<p>Use hands and tools to manipulate materials <b>ALL</b> Daily busy fingers activities <b>REC</b></p>	<p>To use Tony Ross books to support healthy lifestyles Busy fingers activities</p>
<p><b>LITERACY</b> Comprehension Word Reading Writing</p>	<p>Phase 1 activities, continue to write own names on entry – <b>NUR</b> Count and clap syllables in their name and other words <b>NUR</b> Recognition of surnames on entry <b>REC</b> Complete SS2 and Phase 2/3 Ditties <b>REC</b> To use correct sentence structure when writing simple sentences. <b>REC</b> Begin to form lower/upper case letters correctly <b>REC</b> Read books of different genre to help develop vocabulary <b>REC</b></p>	<p>Nursery phonics sessions <b>NUR</b> Daily whole class phonic sessions divided into 2/3 groups to support differentiation. <b>REC</b> Send home ditty books. <b>REC</b> Use props for storytelling. <b>ALL</b> Encourage independent writing/mark making in all areas <b>ALL</b></p>	<p>ORT stories, Ditty books, word detective books and special writing books sent home weekly <b>REC</b> To know that information can be retrieved from information books and computers. <b>ALL</b></p>	<p><b>BOOKS AND STORIES</b> Core books - linked to weekly focus, information books, poetry books and familiar stories Initial sound frieze using children pictures</p>

<p><b>MATHEMATICS</b> Number Numerical Patterns</p>	<p>Compare/recognise numbers and begin to <b>experiment/record</b> using symbols <b>NUR/REC</b> Begin to problem solve by <b>predicting/experimenting</b> with measure <b>NUR/REC</b> Introduce concept of time using timers and calendars sequencing events using 'time' vocabulary. <b>REC</b> To <b>describe</b> and use 2D and 3D shapes <b>ALL/REC</b> Consolidate halving, sharing and doubling <b>REC</b> Introduce coins/money <b>REC</b></p>	<p>Board and dice games inside and outside. <b>ALL</b> Counting rhymes. <b>NUR</b> To practise correct number/symbol formation <b>REC</b> Consolidate halving and sharing during snack time <b>ALL</b> Have 'timing' resources available e.g. timers, stop watches etc. <b>ALL</b></p>	<p>To recognise number 0-10, NUR 0-20 in practical situations. <b>REC</b> To use Numicon to support maths <b>ALL</b> Introduce Beebots to support maths e.g. position <b>ALL</b> Halving/doubling using snack table <b>ALL</b></p>	<p>MATHS DISPLAY Numbers within the environment. Role play shop</p>
<p><b>UNDERSTANDING THE WORLD</b> Past and Present People, Culture and Communities The Natural World</p>	<p>Explore the natural world around them - look closely at similarities, differences, patterns and change. <b>REC</b> Understand key features of a lifecycle of a plant or animal <b>ALL</b> Make observations of animals and plants and explain why things grow. Grow own sunflower seeds <b>ALL</b></p>	<p>Looking at lifecycles: butterflies, chickens, plants and people <b>ALL</b> Make links with the seasons and how they change <b>ALL</b></p>	<p>Continue R.E. plan, consolidate Lord's Prayer / School Prayer/vision statement in class. <b>REC</b> Have butterfly nets in class <b>ALL</b></p>	<p>R.E. DISPLAY/FOCUS Weekly R.E. story Candle. R.E. story display. Collective worship - Yr1 &amp; whole school Weekly use of iPad tablets within class</p>
<p><b>EXPRESSIVE ARTS AND DESIGN</b> Creating with Materials Being imaginative and Expressive</p>	<p>Draw with increasing complexity and detail <b>NUR</b> Listen attentively and respond to what they have heard, expressing their thoughts and feelings <b>ALL</b></p>	<p>Use role play props to stimulate imagination. <b>ALL</b> Provide a range of resources to allow children to <b>begin to experiment/adapt</b> materials to achieve a desired effect <b>NUR/REC</b></p>	<p>To continue to develop role play inside and outside to reflect children's interests. <b>ALL</b> To use outdoor music area/CD player <b>ALL</b> Independent access to materials and fastenings to support independent work <b>ALL</b></p>	

	<p>To use available materials to make props to support role play area. ALL</p> <p>To explain, investigate, compare and make adaptations REC</p> <p>Safely use and explore a variety of materials tools and techniques REC</p>	<p>Play sound listening games/audio books ALL</p>		
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MEDIUM TERM PLANS	Summer Term 2nd Half term	FOUNDATION STAGE	FOCUS: Seaside/summer Personal targets (REC) Transition to year 1 (REC)	
AREA	AIMS	HOW	NON-TOPIC PLANNING	DISPLAYS AND RESOURCES
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> Self-Regulation Managing Self Building Relationships	Show more confidence in new social situations <b>NUR</b> Develop appropriate ways of being assertive and solving conflicts <b>NUR</b> Talk with others to show sensitivity to others needs and feelings. <b>ALL</b> To <b>begin to/be confident</b> to try new activities, showing independence, resilience and perseverance in the face of new challenges <b>NUR/REC</b> To support transition - yr 1 <b>REC</b>	Circle time/whole snack <b>ALL</b> Continue to model the language of negotiation within activities. <b>ALL</b> Weekly session of Proud Time <b>REC</b> Continue to share 'WOW' sheets, work from home <b>ALL</b> Activities linked with Sapphire class <b>REC</b>	Continue to raise profile of friendship stickers and the friendship tree. <b>ALL</b> Working together in team colours. <b>REC</b> Ruby bear to go home with Reception children. <b>REC</b> Continue to use WOW sheets <b>ALL</b> Opportunities for Sapphire class teacher to team teach/read story <b>REC</b>	Cup displays in reflection area Friendship Tree Top table at the end of every term to promote good behaviour at lunch time
<b>COMMUNICATION AND LANGUAGE</b> Listening, Attention and Understanding Speaking	To use new sounds to begin to segment and blend CVC words using objects to support - <b>NUR</b> To extend vocabulary by grouping, naming and exploring the sounds of new words and use in different contexts. <b>REC</b> <b>Begin to/Develop</b> own narratives and explanations by connecting ideas <b>NUR/REC</b>	Use books, resources, experiences and internet to explore world around us. <b>ALL</b> Story sequencing, listening and story table. <b>ALL</b> Music, small world resources and photo prompts to write stories. <b>REC</b>	<b>NELI/ Language</b> groups with identified children to increase listening and speaking skills and expressive language. <b>REC/NUR</b>	Listening/story table CD player Role play areas adapted to support focuses of the week and children's interests Language rich environment
<b>PHYSICAL DEVELOPMENT</b> Gross Motor Skills Fine Motor Skills	<b>Begin to/use</b> core muscle strength to achieve a good posture when sitting at the table and on the floor <b>NUR/REC</b> To move confidently in a range of ways, safely negotiating space. <b>ALL</b>	Nursery to access large climbing frame. <b>NUR</b> Continue to focus on riding two wheeled bike <b>REC</b> Scissor control activities and using knife and fork for snack time <b>ALL</b>	To continue healthy lifestyle focus. Linking with snack table <b>ALL</b> Use hands and tools to manipulate materials <b>ALL</b> Confidently use climbing equipment <b>ALL</b>	To use obstacle courses and team games in preparation for sports day

	To <b>begin to/ handle</b> tools, objects, construction and malleable materials safely and with control. <b>NUR/REC</b>	Use a range of equipment including tumbling mats/den-making materials/ balance logs etc. <b>ALL</b>		
<b>LITERACY</b> Comprehension Word Reading Writing	Phase 1 activities <b>NUR</b> To continue to write own names on entry <b>NUR</b> Engage in extended conversations about stories; learning new vocabulary <b>NUR</b> Recognition of surnames <b>REC</b> Writing short sentences using correct punctuation /letter formation <b>REC</b> Transition literacy activities <b>REC</b> Read aloud simple sentences/books which match their phonic skills <b>REC</b>	Encourage independent writing during CIL in all areas. <b>ALL</b> Daily differentiated phonic sessions <b>REC</b> Send home RML/ORT reading books. <b>REC</b> Use props for storytelling <b>ALL</b> To link with current year 1 to share literacy activities <b>REC</b> Send home free choice story/non-fiction books <b>ALL</b>	ORT stories, Ditty books, word detective books and special writing books sent home weekly <b>REC</b> To know that information can be retrieved from books and computers. <b>ALL</b> To promote correct letter formation in preparation for year 1 <b>REC</b> Reading for a purpose – enabling literacy rich environment <b>ALL</b>	<b>BOOKS AND STORIES</b> Core books and information books linked to weekly focus Books placed in relevant areas to support activities. Promote focus authors –linked to a theme if appropriate
<b>MATHEMATICS</b> Number Numerical Patterns	Make comparisons between objects related to size, length, weight and capacity <b>NUR</b> To find one more/less from a given number <b>ALL</b> To use the language of position. <b>NUR</b> <b>Begin to understand /consolidate</b> coin recognition and language of money <b>NUR/REC</b> To explore maths problems of own choice using numerals/tallies/symbols <b>REC</b> Consolidate odds and evens/doubling/sharing <b>REC</b> Consolidate subsidisation of larger numbers <b>REC</b>	Board and dice games inside and outside supported by year 6 buddies. <b>ALL</b> Counting rhymes. <b>NUR</b> Big question. <b>REC</b> <b>Begin to/Use</b> the language of money in ‘pop up’ shop Begin to mark make to support counting/numbers <b>NUR</b>	Begin to record symbols/number sentences in books in preparation for year 1 expectations – making links with problem solving <b>REC</b>	<b>MATHS DISPLAY</b> Numbers within the environment. Consolidate using Beebots to support position and vocabulary Snack table – halving/quartering bread/sandwiches etc.

<p><b>UNDERSTANDING THE WORLD</b> Past and Present People, Culture and Communities The Natural World</p>	<p>Comment, compare and contrast characters and images from stories from the past REC Make observations of plants, <b>begin/explain</b> why things grow and decay. <b>NUR/REC</b> Look at how things change – link to seasons <b>ALL</b> <b>Begin to/Investigate</b> traditions and events around the world making links with other countries and British values. <b>NUR/REC</b></p>	<p>Looking at different countries around the world make links with our heritage. <b>ALL</b> Look at the seaside - ‘now and then’ <b>ALL</b> Make links with summer <b>ALL</b></p>	<p>Continue R.E. plan, consolidate Lord’s Prayer / School Prayer/vision statement in class. <b>REC</b> Trip to Hilly Fields to look at seasonal changes <b>REC</b> Plant troughs with seasonal fruit and vegetable and observe changes <b>ALL</b></p>	<p>R.E. DISPLAY/FOCUS Weekly R.E. story Candle. Collective worship – class &amp; whole school Weekly use of iPad tablets within class Seasons display</p>
<p><b>EXPRESSIVE ARTS AND DESIGN</b> Creating with Materials Being imaginative and Expressive</p>	<p>Continue to create with different materials – use available materials to make props to support role play area during CIL. <b>ALL</b> To <b>begin to/explain</b>, investigate, compare and make adaptations <b>NUR/REC</b> Watch and talk about dance and performance art, expressing their feelings and responses <b>REC</b> <b>Begin to/return to</b> and build on their previous learning, refining developing their own ideas <b>NUR/REC</b> Graduation ceremony <b>ALL</b></p>	<p>Use role play props to stimulate imagination. <b>ALL</b> Provide tapes, staplers, treasury tags, ribbons etc. to make models. <b>ALL</b> Learn songs/<b>dance</b> for graduation <b>ALL/REC</b></p>	<p>To develop role play outside making links with children’s interests/ seaside. <b>ALL</b> Practise for Graduation ceremony <b>ALL</b> Encourage children to notice features in the world around them using all their senses <b>ALL</b></p>	<p>Children to become involved in making their own signs etc. for role play areas - Ice cream shop role play Seaside</p>