

Literacy

Listening to and discussing a range of fiction and non-fiction texts linked to our topic: 'The Tiger who came to Tea', 'Rosie's Hat', 'Coming to England', Julia Donaldson, rhyming books including, 'Chocolate Mouse for Greedy Goose' and 'Wriggle and a Roar'.

Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom ; the names of the different parts of a book ; page sequencing.

Reading opportunities: word cards in all areas, topic related books in book corner, word mats.

Practising reading topic words with supporting pictures and topic related non-fiction books

Read Write Inc (RWI): Grapheme/ phoneme correspondences of set one sounds, beginning to blend simple words.

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Read a few common exception words matched to the school's phonic programme

Blend sounds into words, so that they can read short words made up of known letter- sound correspondences

Writing opportunities in all areas:

Drawing and labelling: notebooks, clipboards and pencils available in all role play areas.

Label a tiger. Write a list of things you would like at your party, write shopping lists, write a tea party invitation and write a missing poster for Rosie's hat. Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letters-sound correspondences using a capital letter and full stop.

Long Ago- Stories and Rhymes Foundation Stage Medium Term Planning Term 3

Communication and Language

Retelling stories linked to our theme, comparing themselves to characters, role playing stories using puppstoryteller listening to longer stories and remembering much of what happens.

Use a wider range of vocabulary.

Use longer sentences of four to six words.

Exploring non-fiction books about the past. Engage in non-fiction books

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Big Think:

Should the tiger have eaten the food?

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Re-telling the stories: exchanging some characters and events. Visit from a storyteller.

Listen to and talk about stories to build familiarity and understanding. Engage in story times.

Turn-taking games such as picture lotto and puzzle games.

Can start a conversation with an adult or a friend and continue it for many turns.

Singing melody, counting and action songs and rhymes.

Learn rhymes, poems and songs.

Mathematical Development

Power Maths

To understand and use positional and directional language.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

To count and recognise amounts to 10.

Have a deep understanding of number to 10, including the composition of each number.

Comparing numbers to 10

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Combining two amounts:

The Tiger who came to Tea: combine two amounts from the shop and combine items of food.

Automatically recall number bonds to ten for numbers 0-5 and some to 10.

Length and Height:

Comparing mass and capacity.

Compare length, weight and capacity.

Personal Social and Emotional Development

Discussing feelings:

How do you think Sophie felt when the tiger left? Would you like a tiger at your party?

How did Rosie feel when she lost and found her hat.

How did Floella feel throughout the story? Discuss feelings of disappointment, anger, success and perseverance.

How can you be a good friend? What does kindness look like?

Begin to understand how others might be feeling.

Build constructive and respectful relationships.

Think about the perspective of others.

Learning that all families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.

See themselves as valuable and unique.

Re-enacting the topic book stories.

Play with one or more other children, extending and elaborating play ideas.

Big Think

Develop appropriate ways of being assertive.

Express their feelings and consider the feelings of others

Discussing whether the tiger was being healthy.

Designing a healthy plate of food. Discussing ways of being healthy.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, brushing teeth, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Long Ago- Stories and Rhymes Foundation Stage Medium Term Planning Term 3

Understanding the World

Finding out some facts about tigers. What do they eat?

Describe their habitat.

Explore the natural world around them.

Looking at where Trinidad is on the map/globe, compare photos with the environment here.

Family traditions: Do you eat special food or have special meals when you celebrate?

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Recognise some environments that are different to the one in which they live.

Recognise that people have different beliefs and celebrate special times in different ways,

Exploring toys and fashion from the past.

What were things made of?

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Explore how things work.

Rosie's Hat- Caring for trees and look at how they grow over years.

Caring for pets.

Begin to understand the need to respect and care for the natural environment and all living things.

Making Play Dough

Talk about the differences between materials and changes they notice.

Expressive Arts and Design: Exploring and Using Materials Being Imaginative

Painting a tiger: creating patterns to show the stripy fur.

Having a tea party

Designing your own hat.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Painting characters and scenes from the stories.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Acting out stories

Develop storylines in their play.

Singing: 'The Tiger Who Came to Tea',

Play instruments along with singing the song.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Physical Development

Moving like a tiger.

Progress towards a more fluent style of moving, with developing control and grace.

Practising putting on coats and winter wear.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Air writing large letters. Creating marks in sand and salt to show the wind gushes from the story, 'Rosie's Hat'

Use large muscle movements to wave flags and streamers, paint and make marks.

Creating constructions using their imaginations when using the large wooden connecting blocks outside.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Ready, Steady Grow Foundation Stage Medium Term Planning Term 4

Literacy

Listening to and discussing a range of fiction and non-fiction texts linked to our topic: 'Jack and the Beanstalk', 'Handa's Surprise', 'Rosie's Walk' and the 'Little Red Hen'. Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.

Reading opportunities: word cards in all areas, topic related books in book corner, word mats.

Practising reading topic words with supporting pictures and topic related non-fiction books

Read Write Inc (RWI): grapheme/ phoneme correspondences of set one sounds, beginning to blend simple words.

Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother.

Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Suggesting where Rosie could go for a walk.

Writing labels for their own seed packets.

Writing opportunities in all areas: drawing and labelling; notebooks, clipboards and pencils available in all role play areas.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Mathematical Development

Power Maths

Counting to 9 & 10

Using magic beans to compare, sort and count.

Counting fruit in the basket.

Beginning to look at money through selling beans.

Count objects, actions and sounds

Using fruit and magic beans to compare numbers to 10.

Who has more? Who has less?

Compare numbers

Understand the 'one more than/one less than' relationship between consecutive numbers.

Exploring 3-D shapes

Developing spatial awareness.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes in order to develop spatial reasoning skills.

Making patterns using fruit prints. Looking at what happens when the fruit is turned around.

Continue, copy and create repeating patterns.

Using the dice to play games, becoming familiar with a tens frame.

Subitise

Count beyond ten

Bonds to 10

Using part-part-whole models

Using real life problems linked to farm animals.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0-5 and some to 10.

Understanding the World

Describing the features of a plant or animal.

Learning that babies are known by different names than adult animals.

Explore the natural world around them.

Comparing pictures of farms in the past. Looking at how wheat was farmed and how bread was made.

Comment on images of familiar situations in the past.

Learning about where food comes from.

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different to the ones in which they live.

Planting seeds, observing bean stalks growing.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Talk about the differences between materials and changes they notice.

Expressive Arts and Design

Providing a variety of instruments for children to experiment with in order to create sounds to use, as part of role-playing stories.

Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.

Constructing a castle for the giant.

Creating a moving model tractor.

Creating story settings using a variety of indoor and outdoor materials.

Create collaboratively, sharing ideas, resources and skills.

Looking at aerial views of farm fields. Mixing and painting the colours of the field.

Explore colour and colour-mixing

Drawing, painting and building pictures of characters and scenes from the stories.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Physical Development

Using writing opportunities to develop a handwriting style. and 'Design, Create, Reflect' activities to work on fine motor skills, such as cutting, colouring and attaching.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Completing gardening: digging, carrying, lifting, sieving, watering.

Fine motor activities: threading a harp, threading a beanstalk, building a castle, sorting beans with tweezers.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools: pencils for drawing and including brushes, scissors, knives, forks and spoons.

Playing team games

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Start taking part in some group activities which they make up for themselves, or in teams.

Completing ball games

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

Taking part in forest school and developing skills in balancing and climbing.

Develop the overall body strength, co-ordination, balance and agility.

Ready, Steady Grow Foundation Stage Medium Term Planning Term 4

Communication and Language

Listening to and joining in with familiar stories.

Engage in story times.

Observing and discussing plant growth.

Engage in non-fiction books.

Sequencing a familiar story. Talk for Writing.

Role playing stories in the role play areas or with puppets

and story baskets, remembering key phrases and events

Use new vocabulary through the day.

Re-tell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words.

Following instructions to make Easter cards.

Completing 'Design, Create, Reflect'.

Making a basket for Handa or a new invention to carry fruit.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Learning new language: names of fruit, e.g. passionfruit, avocado, pineapple and guava.

Learning about the language linked to how the fruit is grown.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

Talking about foods they like, using senses to describe how fruit looks, feels, smells and tastes.

Considering ways the characters in the stories showed resilience and perseverance. Thinking of times that they have also shown resilience and perseverance.

See themselves as an individual.

Show resilience and perseverance in the face of challenge.

Sharing fruit: discussing keeping healthy.

Looking at the journey that Handa took, comparing how it is different to a journey that they take and how they can be a safe pedestrian.

Know and talk about the different factors that support their overall

health and wellbeing: regular physical activity, healthy eating,

brushing teeth, sensible amounts of 'screen time', having a good

sleep routine, being a safe pedestrian.

Manage their own needs.- Personal hygiene

Discussing Handa's kind act of taking fruit to her friend. How did they both feel? Showing an act of kindness to a friend.

Think about the perspective of others.

Identify and moderate their own feelings socially and emotionally.

Build constructive and respectful relationships.