

## Literacy

We will be exploring a range of fiction and non-fiction texts linked to our topic: 'We're going on Bear Hunt', 'In Every House, on Every Street' and 'Mr Gumpy's Outing'.

There will be writing opportunities in all areas: Drawing designs for junk modelling, writing cards to special people, sequencing story maps, making and writing names, short descriptions of ourselves and body labels.

Playing name games as they get to know one another. Clapping the syllables in their names.

### ELG: Comprehension

-Demonstrating and understanding of what has been read to them through their own words.

Anticipating key events in a story.

Using and understanding new vocabulary during discussions and role play.

### ELG: Word reading

- Beginning to say sound for each letter of the alphabet.

- Developing phonological awareness so that children are able to spot and suggest rhymes and count or clap syllables in a word.

### ELG: Writing

To write recognisable letters most of which are correctly formed.

## Understanding the World

Children will select picture flashcards of things that they like and discuss how they are different or the same as their partner's chosen pictures.

Continue to develop positive attitudes about the differences between people.

They will draw pictures of themselves, their families and people who are important to them as well as look at family trees.

· Begin to make sense of their own life-story and family's history.

Draw and talk about what people do in their local community, e.g. librarians, shop keepers, teachers, local PCSO and we will have visits from a range of community professionals.

· Show interest in different occupations.

Children will develop their understanding of the natural world by looking at different seasons and exploring the similarities and differences between different environments. This will be linked to our text 'We're going on a bear hunt'

- To explore and talk about their different environments

## Let's Explore! Foundation Stage Medium Term Planning Term 1

### Communication and Language

Retelling stories linked to our theme, comparing themselves to characters and role-playing stories using masks and dressing up.

Children will enjoy listening to longer stories and will remember much of what happens.

· They will use longer sentences of up to four or six words.

Our imaginative role area will present opportunities to children that will enable them to having meaningful shared experiences

· Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children will play turn taking games such as picture lotto and puzzle games to further develop social interaction between peers and adults. Children will also play circle games to get to know more about one another and gain confidence through conversations.

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

Children will sing melodies, counting and action songs and rhymes. Our rhymes for this term will be: 'If you're happy and you know it', 'Wheels on the bus' and 'Five little ducks'

· To know many rhymes and be able to talk about familiar and books being able to tell a long story.

· Sing a large repertoire of songs.

### Expressive Arts and Design: Exploring and Using Materials / Being Imaginative

A range of materials will be provided for children to use to create and express themselves with.

Children will explore skills that they need for in order to Design, Create and Reflect upon their creations. They will practise these skills through picking up objects with tweezers and cutting out pictures in magazines among other activities.

· Use one-handed tools and equipment, for example, making snips in paper with scissors.

Children will use media and materials in original ways, thinking about their uses and purposes. They will select tools and materials to construct with a purpose in mind. They will shape, assemble and join materials that they are using for example through junk modelling drawing pictures and making collages of themselves, home and family.

· Explore different materials freely, in order to develop their ideas about how to use them and what to make.

· Develop their own ideas and then decide which materials to use to express them.

· Join different materials and explore different textures.

· Create closed shapes with continuous lines and begin to use these shapes to represent objects.

· Explore colour and colour-mixing.

· Draw with increasing complexity and detail, such as representing a face with a circle and including details.

· Show different emotions in their drawings - happiness, sadness, fear etc.

Children will also sing songs, make music and dance while experimenting with the different ways to move their bodies. Listen with increased attention to sounds.

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

· Remember and sing entire songs.

· Sing the pitch of a tone sung by another person ('pitch match').

**Let's Explore!**  
**Foundation Stage Medium Term**  
**Planning**  
**Term 1**

**Physical Development**

In line with developing their fine motor skills children will practise writing their names and forming the sound learnt in the phonics session.

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Children will sort through different objects and pictures to show that they can make healthy choices.

- Make healthy choices about food, drink, activity and tooth brushing.

Through outdoor exploration, children will be able to engage in a variety of gross and fine motor activities to enhance their physical development.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

- Go up steps and stairs, or climb up apparatus, using alternate feet.

The mud kitchen in the garden provides children with the opportunity to get messy and learn through play and experiencing different textures as well as learning through trial and error.

- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Create their own scenes from 'We're going on a Bear Hunt' using large blocks and materials in the garden. Make their own model houses and streets.

- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

**Personal Social and Emotional Development**

When creating maps and looking at their local area children will discuss what it means to be part of a community and familiarise their knowledge of the classroom rules and 'The High Five Rules'.

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.

Children will become increasingly accustomed to the classroom routines.

- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Children will also become more confident to select and use classroom resources and they will join in with new activities linked to our theme.

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

The class will discuss feelings and emotions through the use of mirrors and making faces to represent each emotion and making use of the whole school approach 'The zones of regulation' to help them learn how to regulate their own emotions.

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Using photos children will talk about the activities that they enjoy and compare these with a friend.

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.

We will use the book Mr Grumpy's outing to discuss what happened when the boat tipped because the animals were not getting along. We will then talk about ways to play well with others.

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Talk with others to solve conflicts.

**Mathematical Development**

Sing counting songs.

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.

Explore loose parts- sorting, comparing and counting objects, collecting and exploring autumnal objects.

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Discuss how many fingers are on one hand and how many features on faces.

- Solve real world mathematical problems with numbers up to 5.
- Show 'finger numbers' up to 5.

Discuss how many characters are on Mr Gumpy's boat as they climb in.

- Compare quantities using language: 'more than', 'fewer than'.

Explore their new school environment-finding shapes around them.

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Act out 'We're going on a bear hunt' using positional language. Explore the provision asking 'Where do things belong?'

- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

Explore maps and draw maps of their route to schools and other routes that they can remember from their local community

- Describe a familiar route.

Ask questions: Who will fit inside? Who is taller/ shorter? Compare heights between friends. In 'Mr Gumpys Outing' ask Who is heavier?

- Make comparisons between objects relating to size, length, weight and capacity.

**Marvellous Machines**  
**Foundation Stage Medium Term**  
**Planning**  
**Term 2**

**Literacy**

Children will:

Listen to and discuss a range of fiction and non-fiction texts linked to our topic: 'What Do Machines Do All Day?', 'Machine Poems', 'Car, Car, Truck, Jeep', 'Rosie Revere Engineer'.

Take part in reading opportunities will be throughout the classroom.

**ELG: Comprehension**

**Demonstrating and understanding of what has been read to them through their own words.**

**Anticipating key events in a story.**

**Using and understanding new vocabulary during discussions and role play.**

**Reading books introduced to practice learnt skills at home.**

Complete daily Read Write Inc (RWI) phonics sessions where they will learn grapheme/ phoneme correspondences of set one sounds and they will begin to blend simple words.

- 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

Explore writing opportunities in all areas: drawing and labelling machine designs for junk modelling, writing invitations to the 'Marvellous - Machine Incredible Invention Convention'.

Create safety notices for display in the classroom.

Explore notebooks, clipboards and pencils which are available in all role play areas for inventors and scientists to record details.

· Use some of their print and letter knowledge in their early writing. For example: 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.

**Communication and Language**

Children will:

Retell stories linked to our theme and the Christmas Story, comparing themselves to characters using role play and repeating stories using puppets.

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

Use longer sentences of four to six words.

Explore non-fiction books about machines and vehicles.

Engage in non-fiction books

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

Take part in discussions about their planning and designs for their models for the 'Marvellous Machine Invention Convention'.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Take part in turn taking games such as picture lotto and puzzle games. Circle games will also be provided to get to know more about one another and gain confidence in conversations.

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

Sing different melodies, counting and action songs and rhymes, including, Nativity songs

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Sing a large repertoire of songs.

**Expressive Arts and Design: Exploring and Using Materials / Being Imaginative**

Children will:

Use a range of materials will be provided for children to use to create and express themselves with.

Children will explore skills that they need for in order to Design, Create and Reflect upon their creations. They will practise these skills through construction building and junk modelling among other activities.

· Use one-handed tools and equipment, for example, making snips in paper with scissors.

Children will use media and materials in original ways, thinking about their uses and purposes. They will select tools and materials to construct with a purpose in mind. They will shape, assemble and join materials that they are using for example through junk modelling drawing pictures and making collages of vehicles and machines.

· Join different materials and explore different textures.

· Create closed shapes with continuous lines and begin to use these shapes to represent objects.

· Evaluate their creations using topic words.

· Explore colour and colour-mixing.

· Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Draw and paint pictures of marvellous machines. Explore textures and techniques to create firework pictures.

· Explore colour and colour-mixing.

· Draw with increasing complexity and detail,

· Use drawing to represent ideas like movement or loud noises.

Learn and perform songs for the Nativity.

· Remember and sing entire songs.

· Sing the pitch of a tone sung by another person ('pitch match').

**Marvellous Machines!**  
**Foundation Stage Medium Term**  
**Planning**  
**Term 2**

**Personal Social and Emotional Development**

Children will:  
Discuss which machines are used in our homes and in the local community.

- Develop their sense of responsibility and membership of a community.

Develop their understanding of classroom routines.

- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Become confident to select and use classroom resources. Join in activities linked to our theme.

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Discuss their feelings, emotions and the importance of kindness – linked to 'Rosie Revere Engineer' and 'No-bot, the Robot with no Bottom'

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

**Understanding the World**

Children will:  
Identify machines in our homes, are they the same or different?  
Discuss machines that we use.

- Continue to develop positive attitudes about the differences between people.

Learn about people who invented machines. Explore how machines have changed over time.

- Compare and contrast characters from stories, including figures from the past.

Discuss and write about people who build, operate and fix machines.

- Show interest in different occupations.

Discuss how machines are used to help us. Explore emergency vehicles and machines that are used to build the school extension.

- Explore and talk about different forces they can feel, push and pull forces used in machines, magnetic and non-magnetic materials.

**Physical Development**

Children will:

Design and Create models.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Practise name writing forming the daily phonics letter sounds and CVC words.

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Discuss how machines can help us to live healthier, for example, electric toothbrushes and blenders. We will share daily snack together to experience making healthy choices.

- Make healthy choices about food, drink, activity and tooth brushing.

Use equipment in our EYFS outside area.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

- Go up steps and stairs, or climb up apparatus, using alternate feet.

Take part in repeating action songs and rhymes, linked to our topic and the Nativity.

- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Create their own machines using large blocks and materials in the garden.

- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Putting on winter clothes.

- Be increasingly independent as they get dressed and undressed, e.g., putting coats on and doing up zips.

**Mathematical Development**

White Rose: Phase 2 – It's Me 123!, Phase 3 – Light and Dark  
Children will:

Create machines pictures using 2D shapes and making them using blocks and 3D shapes.

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.

Represent and compare numbers up to three.

- Experiment with their own symbols and marks as well as numerals.
- Develop fast recognition of numbers up to 3 objects, without having to count them individually ('subitising').
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Complete art activities based on numbers, for example: vehicle sponge patterns.

- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

Investigate and compare the size, length and weight of 3D models, vehicles and machines. Explore how much the scoop of a toy digger holds.

- Make comparisons between objects relating to size, length, weight and capacity.