

Literacy

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

- 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

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, body labels.

- 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.

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

- 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.

Understanding the World

Select picture flashcards of things that you like. Discuss how they are different or the same as your partner's chosen pictures. Continue to develop positive attitudes about the differences between people.

Draw pictures of themselves, their families and people who are important to them. 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. Visit from a crossing guard and other wider school staff.

- Show interest in different occupations.

Linked to 'We're going on Bear Hunt' act out pushing through the grass and river and pulling their feet out of the squelchy grass.

- Explore and talk about different forces they can feel.

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

Communication and Language

Retelling stories linked to our theme, comparing themselves to characters, role playing stories using masks.

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

- Use a wider range of vocabulary.

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

- May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

- Use longer sentences of four to six words.

Imaginative play – replicating family members in the home corner, sharing experiences.

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

Turn taking games such as picture lotto and puzzle games.

Circle games 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 melody, counting and action songs and rhymes, including, 'Head, Shoulders, Knees and Toes'

- 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

Role play home corner, baby clinic and outside kitchen

Take part in simple pretend play, using an object to represent something else even though they are not similar.

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Add buildings and constructions to floor maps.

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Using media and materials in original ways, thinking about uses and purposes. Select tools and materials/ construct with a purpose in mind. Shape assemble and join materials they are using – junk models / pictures / 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.

Draw and paint pictures of themselves and their family.

- 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.

Sing songs, make music and dance and experiment with ways of moving 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

Explore skills we need for 'Design, Create, Reflect', practise these skills picking objects with tweezers and cutting out pictures in magazines.

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

Practise name writing and forming the 'sound of the day'.

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

Sort out pictures to show which rooms in our house that we show our healthy choices.

Share snack together.

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

Explore equipment in our EYFS garden

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

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

Explore the mud kitchen in our EYFS garden, make 'Squelchy squerchy' mud.

- 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. Discuss what it means to be part of a community.

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

Familiarise their knowledge of classroom rules and 'The High Five Rules'.

- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.

Develop 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.

Discussing feelings and emotions- use mirrors and make faces to represent each one.

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

Take photos and talk about the activities they enjoy. Compare the activities they enjoy with a friend.

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

Discuss what happened when the boat tipped in 'Mr Gumpy's Outing' because the animals were not getting along. Talk about ways to play well with others. Practise using these skills in independence play.

- 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

White Rose: Phase 1 – Just like me!

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 on one hand and how many features on faces. How many houses on one street.

- 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-find 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. 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.

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

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

Literacy

Listening to and discussing 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'.

- 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.
- Practise 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 machine designs for junk modelling, writing invitations to the 'Marvellous - Machine Incredible Invention Convention'.
- Create safety notices for display in the classroom.
- Notebooks, clipboards and pencils available in all role play areas for inventors and scientists to record details and similar.
- 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.

Marvellous Machines Foundation Stage Medium Term Planning Term 2

Communication and Language

Retelling stories linked to our theme and the Christmas Story, comparing themselves to characters, role playing 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

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?"

Turn taking games such as picture lotto and puzzle games.

Circle games 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 melody, 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

Role play home corner, inventor's workshop, Santa's Grotto and outside kitchen

Take part in simple pretend play, using an object to represent something else even though they are not similar.

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Using media and materials in original ways, thinking about uses and purposes. Select tools and materials/ construct with a purpose in mind. Shape assemble and join materials they are using - junk models / pictures / collages vehicles and machines.

- 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.

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

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

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

Develop 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.

Discussing 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

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

Design and Create models

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

Practise name writing forming the 'sound of the day' and CVC words.

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

Discuss how do machines can help us to live healthier, for example, electric toothbrushes and blenders. Share daily snack together.

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

Use equipment in our EYFS garden

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

Creating 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.

Representing, comparing and the composition of 123

- Experiment with their own symbols and marks as well as numerals.
- 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.

Vehicle sponge Patterns

- Talk about and identifies 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.