

Foundation Stage 1 Medium Term Planning - Spring 1

Topic: People who help us

Stimulus

(Theme/Core Stories/Event/Experience)

Core Story : Room on the Broom

Alternative stories – Winnie the Witch, Mog the Cat, Super Potato, The Great Dragon Bake off, The Knight who wouldn't Fight

Trip: Bradford Moor Park

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p> <i>PSED 1</i> <i>Plays cooperatively with a familiar adult,</i> <i>Interested in others' play and starting to join in.</i> <i>Seeks out others to share experiences.</i> <i>May form a special friendship with another child.</i> <i>Initiates play, offering cues to peers to join them.</i> <i>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i> <i>Initiates conversations, attends to and takes account of what others say.</i> <i>PSED 2</i> <i>Explores new toys and environments,</i> <i>Expresses own preferences and interests.</i> <i>Can select and use activities and resources with help.</i> <i>Is more outgoing towards unfamiliar people and more confident in new social situations.</i> <i>Shows confidence in asking adults for help.</i> <i>Confident to speak to others about own needs, wants, interests and opinions.</i> <i>PSED 3</i> <i>Begins to learn that some things are theirs, some things are shared, and some things belong to other people</i> <i>Responds to the feelings and wishes of others.</i> <i>Shows understanding and cooperates with some boundaries and routines.</i> <i>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</i> <i>Can usually adapt behaviour to different events, social situations and changes in routine.</i> </p>	<p> <i>CL 1</i> <i>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</i> <i>Listens with interest to the noises adults make when they read stories.</i> <i>Shows interest in play with sounds, songs and rhymes.</i> <i>Listens to stories with increasing attention and recall.</i> <i>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</i> <i>CL 2</i> <i>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</i> <i>Understands more complex sentences,</i> <i>Understands use of objects</i> <i>Responds to simple instructions, e.g. to get or put away an object.</i> <i>Listens and responds to ideas expressed by others in conversation or discussion.</i> <i>CL 3</i> <i>Beginning to ask simple questions.</i> <i>Holds a conversation, jumping from topic to topic.</i> <i>Learns new words very rapidly and is able to use them in communicating.</i> <i>Uses a variety of questions</i> <i>Uses simple sentences</i> <i>Beginning to use more complex sentences to link thoughts</i> <i>Can retell a simple past event in correct order</i> <i>Uses intonation, rhythm and phrasing to make the meaning clear to others.</i> <i>Builds up vocabulary that reflects the breadth of their experiences.</i> <i>Uses language to imagine and recreate roles and experiences in play situations.</i> <i>Introduces a storyline or narrative into their play.</i> </p>	<p> <i>PD1</i> <i>Makes connections between their movement and the marks they make.</i> <i>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</i> <i>Can kick a large ball.</i> <i>Turns pages in a book, sometimes several at once.</i> <i>Shows control in holding and using jugs to pour, hammers, books and markmaking tools.</i> <i>Imitates drawing simple shapes such as circles and lines.</i> <i>Moves freely and with pleasure and confidence in a range of ways</i> <i>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</i> <i>Can catch a large ball.</i> <i>Uses one-handed tools and equipment</i> <i>Can copy some letters, e.g. letters from their name.</i> <i>Experiments with different ways of moving.</i> <i>Begins to form recognisable letters.</i> <i>PD 2</i> <i>Develops own likes and dislikes in food and drink.</i> <i>Shows awareness of what a potty or toilet is used for.</i> <i>Shows a desire to help with dressing/undressing and hygiene routines.</i> <i>Clearly communicates their need for potty or toilet</i> <i>Beginning to recognise danger and seeks support of significant adults for help</i> <i>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</i> <i>Can tell adults when hungry or tired or when they want to rest or play.</i> <i>Understands that equipment and tools have to be used safely.</i> <i>Can usually manage washing and drying hands.</i> <i>Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</i> <i>Shows understanding of how to transport and store equipment safely.</i> <i>Practices some appropriate safety measures without direct supervision.</i> </p>
Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<ul style="list-style-type: none"> Take part in educational trips – Bradford Moore Park Talking about their home and who helps them when they are hurt/poorly 	<ul style="list-style-type: none"> Joining in with repeated refrains from core story Learn and join in with new chants, rhymes and songs Letters and sounds phase 1 - take part in a variety of phonic activities and 	<ul style="list-style-type: none"> Moving like the different characters from the story – outdoors Penpals scheme to develop fine and gross motor skills Drawing/painting pictures of their houses/family/characters from the

<ul style="list-style-type: none"> Talking about their families and who lives with them Talking about where they live and what is in their local area Visit from school nurse? Settling in and developing relationships with new cohort of children Talking about what you are afraid of Thinking about the feelings of others Stranger danger Talking about if we have hurt ourselves or someone has hurt us what should we do. Asking for help Talking about our friends Sharing resources i.e only 4 bikes out Football – choosing teams, sharing the ball 	<p>games</p> <ul style="list-style-type: none"> Take part in discussions with different visitors and begin to answer questions. – doctor/school nurse Re-calling their walk home, what do you see? How do you get home – link to journeys Bring in photos of their house to talk about Give each other directions to get somewhere ie walk forwards Taking the bear home and talking about how they looked after him. Use of objects – when the broom broke, what could the witch use to fix it. Compare how you get home and how your friend gets home Taking on the role of a witch making potions and casting spells 	<p>story</p> <ul style="list-style-type: none"> Putting on and fastening own coat Putting on waterproof clothing and boots before going outside Cooking activities – looking at keeping healthy, Key skills – mixing, chopping, spreading, pouring Play what's the time Mr Wolf outside (maths) Making a construction using blocks/crates/materials – a house for the bird, a house for the cat Using the climbing frame and the hill for a slide Running and chasing games – through the tunnel, over the hill, under the climbing frame Using paint brushes to make circles and lines in different materials e.g. flour, rice Copying letters from name Pouring out water to make potions
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Literacy	Maths	Understanding The World	Expressive Arts
<p><i>LT</i></p> <p>Interested in books and rhymes and may have favourites Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems, oneto-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Enjoys an increasing range of books.</p> <p><i>L2</i></p> <p>Distinguishes between the different marks they make. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Writes own name</p>	<p><i>MD 1</i></p> <p>Says some counting words randomly. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item.</p> <p><i>MD 2</i></p> <p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Enjoys filling and emptying containers. Notices simple shapes and patterns in pictures. Begins to use the language of size. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p><i>UTW 1</i></p> <p>Is curious about people and shows interest in stories about themselves and their family. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Shows interest in different occupations and ways of life.</p> <p><i>UTW 2</i></p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p><i>UTW 3</i></p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. Seeks to acquire basic skills in turning on and operating some ICT equipment. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p><i>EAD 1</i></p> <p>Move their whole bodies to sounds they enjoy, such as music or a regular beat. Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements which leave marks. Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Experiments with blocks, colours and marks. Enjoys joining in with dancing and ring games. Sings a few familiar songs. Uses various construction materials. Joins construction pieces together to build and balance. Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources</p> <p><i>EAD 2</i></p> <p>Pretends that one object represents another, especially when objects have characteristics in common. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make/believe by pretending. Sings to self and makes up simple songs. Engages in imaginative roleplay based on own first-hand experiences. Uses available resources to create props to support role-play. Create simple representations of events, people and objects. Introduces a storyline or narrative into their play</p>

Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<ul style="list-style-type: none"> Repeat refrains from the core story – ‘down cried the witch’ ‘Is there room on the broom for a ___ like me?’ Join in with new songs and rhymes (see list on MTP) Make own books/new page for the book Writing prescriptions, appointments, telephone messages in the doctors role play Drawing plans of models they will make in the small construction, writing a label for their model Character masks in the book area to act out the core story Alternate stories in the book area i.e books about dogs, cats, frogs, dragons Finger puppets Non-fiction books – information finding Write a magic potion 	<ul style="list-style-type: none"> Talking about how many people live in your house and using the play people to represent family members Use the 2D/3D shapes to make houses/models Shape pictures i.e a rectangle to make a magic wand Looking at the animals and comparing sizes Have dragon footprints to compare to own footprints Have footprints from different characters to compare Footprints to line up, counting steps Using positional language – can you climb to the top of the hill, can you sit in the tunnel? Compare size of wands Going on a number walk Singing days of the week daily Counting how many steps to get to a certain place Have a number of the day/week on the hill for children to find, can you count to that number before running down the hill, find that many object, do that many jumps/claps etc 	<ul style="list-style-type: none"> Talking about their home environment and their families Walk round the local area and discuss what we can see Visit the local bakery section in the supermarket Talk about personal experiences relating to the doctors/hospital Complete the programme on simple city – doctors surgery Use the bee bots – link to positional language/follow a track Small world play with the dolls house Small world characters based on children’s interests/topic/core story Notice changes in the environment Making maps Google maps – looking at the local area 	<ul style="list-style-type: none"> Act out being the different characters Painting portraits of the different characters Exploring different construction materials such as mobilo, interstar and connectors Sing the song of the week during tidy up time Build a giant – give descriptions Make a wand for the witch Make a broom stick The giant has ripped his trousers can you make some new ones? Paint a picture of your family Hospital role play
Children’s interests		Sophisticated language	
<p>Superheroes – themed reading area</p> <p>Dragons and castles</p> <p>Snow/ice</p> <p>Barbie dolls</p> <p>Fairies</p> <p>Making ramps for cars to travel down.</p>		<p>Hospital</p> <p>Surgery</p> <p>Temperature</p> <p>Stethoscope</p> <p>Blood pressure</p> <p>Prescription</p>	

Patient

Waiting room

Appointment

Medicine

Ambulance

*Names of different occupations – police officer, fire fighter, doctor, nurse, paramedic, surgeon, baker, teacher
etc*

Emergency

999

Dial