

## Foundation Stage 2 Medium Term Planning

Term: Spring 1

Topic/Core story: People Who Help Us/ Little Red Hen

Personal, Social & Emotional Development	Communication and Language	Physical Development
<p>Interested in others' play and starting to join in. Expresses own preferences and interests. Responds to the feelings and wishes of others. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Can select and use activities and resources with help. Welcomes and values praise for what they have done. Confident to talk to other children when playing, and will communicate freely about own home and community. Initiates conversations, attends to and takes account of what others say.</p> <p><b>Children play co-operatively, taking turns with others</b></p>	<p>Listens with interest to the noises adults make when they read stories. Shows interest in play with sounds, songs and rhymes. Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands use of objects (e.g. "What do we use to cut things?") Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>). Listens and responds to ideas expressed by others in conversation or discussion. Uses language to imagine and recreate roles and experiences in play situations. Able to follow a story without props.</p> <p><b>Children are confident to try new activities, and say why they like some activities more than others.</b></p>	<p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can usually manage washing and drying hands. Experiments with different ways of moving. Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p><b>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</b></p>
Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<p>Making posters about people who help us</p> <p>Circle time activities talking about issues re behaviour etc</p> <p>To play in groups and negotiate ideas in the role play area.</p> <p>Circle sessions- give children a scenario about resolving conflicts.</p> <p>Circle sessions- Children to talk about their abilities and what</p>	<p>Reading little red hen.</p> <p>Take part in repeated phrases.</p> <p>Listen to the story. Maintain concentration for a short period of time.</p> <p>Nonsense rhymes, jokes for song of the week.</p> <p>To answer questions related to different occupations</p>	<p>PE sessions with Matthew- To practise taking off jumpers and shoes and then putting it back on.</p> <p>Dressing self in role play area.</p> <p>Making healthy food.</p> <p>To create posters for healthy eating- painting drawing</p> <p>Circle time- talk about maintain a healthy lifestyle i.e. sleep,</p>

<p>they are good at. Talk about their future aspirations. Talk about helping each other.</p>	<p>Retelling story with pie corbatt actions. To clarify their ideas, thoughts during circle time/ carpet sessions. Follow two part instructions Reading a range of stories without props Plan do review for children's activities</p>	<p>exercise etc. <b>Healthy day for parents.</b> (exercise, healthy food etc) Penpals sessions- Children to practise letter formation Dough disco Fine motor activities</p>
<p><b>Understanding the World</b></p>	<p><b>Expressive Arts &amp; Design</b></p>	
<p>Enjoys playing with small-world models such as a winter, fire station, police station. Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows care and concern for living things and the environment.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Completes a simple program on a computer</p> <p>Enjoys joining in with family customs and routines.</p> <p><b>Children know about similarities and differences in relation to places,</b></p> <p><b>Children recognise that a range of technology is used in places such as homes and schools.</b></p>	<p>Joins in singing favourite songs. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Sings a few familiar songs.</p> <p>Explores colour and how colours can be changed.</p> <p>Uses various construction materials. Engages in imaginative role-play based on own first-hand experiences.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Explores what happens when they mix colours.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p><b>Children sing songs, make music and dance, and experiment with ways of changing them</b></p>	
<p>Possible Activities/Enhancements</p>	<p>Possible Activities/Enhancements</p>	
<p>Looking at different types of bread. Make bread as focus. Looking at different occupations – books Technology- beebots, children to take pictures in ipods. (maths) Remote control cars. Inviting different people in school to talk about their jobs.</p>	<p>Making different transports. Mixing colours to get the colour right for transport. Add wheels to the transport. <b>Write a label for the models/pictures/paintings</b> Engage in imaginative role in role play area, small world. Build a repertoire of songs.</p>	

<p>Write invitations for our guest speakers.  Listening games (different sirens etc)  Tactile area- flour, wheat. Writing CVCC words.  Experimenting with yeast.  Circle time sessions- to talk about similarities and differences between ourselves and others also communities and traditions.  Trip – super market – where does food come from? How is bread made? Looking at different foods/taste</p>	<p>To play cooperatively as a group.  Mixing colours  Painting key characters in the story  Painting posters –writing captions labels  Paint a picture of chosen occupation (what you see yourself as)- label it write a caption  Outdoors- investigation area- chn to use mortar and pestle  Chn to make a tent. How many chn can fit in the tent?  Introduce stick man sotry- chn to make a trail for the stick man</p>
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Opportunities for writing across the curriculum

Outdoor opportunities

Literacy	Mathematics
<p><i>Has some favourite stories, rhymes, songs, poems or jingles. Distinguishes between the different marks they make. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Suggests how the story might end.. Describes main story settings, events and principal characters.</i></p> <p><i>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</i></p> <p><i>Begins to read words and simple sentences</i></p> <p><b>Children read and understand simple sentences.</b>  <b>Children use their phonic knowledge to write words in ways which match their spoken sounds</b></p>	<p><i>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</i></p> <p><i>Recites some number names in sequence.</i></p> <p><i>Notices simple shapes and patterns in pictures.</i></p> <p><i>Beginning to categorise objects according to properties such as shape or size.</i></p> <p><i>Uses some number names accurately in play.</i></p> <p><i>Sometimes matches numeral and quantity correctly. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</i></p> <p><i>Recognises numerals 1 to 5.</i></p> <p><i>Counts objects to 10.</i></p> <p><i>Selects a particular named shape.</i></p> <p><i>Finds one more or one less from a group of up to five objects, then ten objects.</i></p> <p><i>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</i></p> <p><b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</b></p>

Possible Activities/Enhancements	Possible Activities/Enhancements
<p>Retelling the story- Little Red Hen  Label for the pictures.  Writing captions on the story maps.  Write captions/simple sentences about the characters.  Make a book.  Pie Corbett actions in retelling story.  Fiction and non-fiction books about people who help us.</p>	<p>Shapes in the provision area.  Repeating patterns using shapes.  Recognition of numbers. (more/less)  Numicon in sand area.  3D Shapes.</p>
Literacy Focus	Maths Focus
<p>Retelling the story.  Story maps.  Captions of a story.  Making posters.  Instructions to making bread  Outdoors- To make characters using natural materials i.e. leaves for little red hen, stones etc</p>	<p>Weighing ingredients.  Ordering height comparing size.  One less one more.  Addition and subtraction.  Outdoors- measure distance. Chn to make a sling shot and measure distance (non-standard measurements)</p>