

Foundation Stage 1 Medium Term Planning - Autumn 2

Personal, Social & Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> Plays cooperatively with an adult Engages in pretend play with toys Begins to learn that some things are theirs, some things are shared and some things belong to other people. Interested in others play and starting to join in. Seeks out others to share experiences. Expresses own preferences and interests. Can express own feelings. Shows understanding and cooperates with some boundaries and routines. Initiates play, offering cues to peers to join them. Can select and use activities and resources with help. 	<ul style="list-style-type: none"> Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations Beginning to put two words together e.g. .want ball.. .more juice.) Uses different types of everyday words -nouns, verbs and adjectives. Beginning to talk about people and things that are not present. Beginning to ask simple questions. Listens with interest to the noises adults make when they read stories. Single channelled attention. Can shift to a different task if attention fully obtained .using child's name helps focus Uses gestures, sometimes with limited talk e.g. reaches towards a toy .I have it. Uses simple sentences. Listens to stories with increasing attention and recall Uses talk to explain what is happening 	<ul style="list-style-type: none"> Walks upstairs using the hand of an adult. Come downstairs backwards on knees (crawling) Beginning to balance blocks to build a small tower. Develops own likes and dislikes in food and drink. Shows a desire to help with dressing/undressing and hygiene routines. Makes connections between their movement and the marks they make. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Can kick a large ball. Clearly communicates their need for the potty or toilet. Beginning to be independent in self-care but still often needs adult support. Helps with clothing e.g. puts on hat, unzips zipper on jacket. May be beginning to show preference for dominant hand. Moves freely and with pleasure and confidence in a range of different ways. Can catch a ball. Draws lines and circles using gross motor movements Can usually manage washing and drying hands
Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<ul style="list-style-type: none"> Talking about cars in our homes Talking about own families and who lives in your house. Talking about what rooms they have in their houses. Talking about their house. Talk about feelings-how was Mr Bear feeling in the car? Paired work Good sitting, good looking, good listening - tidy up time routine Share toys Take turns 	<ul style="list-style-type: none"> Talking about what cars/transport we like/don't like Singing rhymes - wheels on the bus, twinkle twinkle...my dad drives..., hickory dickory dock, teddy bear teddy bear, Modelling speech and talk - commentary on what children are doing Repeating phrases/sounds from story - oh no I can't stand this, tick tock, cuckoo, drip drip, hmmmmmm, nee-ooowww Modelling home language into English Key vocabulary for the areas/routines 	<ul style="list-style-type: none"> Gross motor movements-penpals Expresses likes and dislikes for particular food at the snack table Putting coat on independently and fastening it Ball games - kicking a ball, rolling a ball Stacking towers/building Making Constructions - Mr Bear can't find his car, what can we do? building a car, transport/house using large construction Making tyre prints/marks-gross motor movements Trying different food for snack Move like different transport Draw pictures of their model, draw a plan of their models, write a label for your model
<p align="center">Stimulus (Theme/Core Stories/Event/Experience)</p> <p align="center"><u>Peace at Last</u> Non-fiction car books Goldilocks and the 3 Bears Bear stories Trip - Oasis Car Hire</p>		

Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. Repeats words or phrases from familiar stories. Distinguishes between the different marks that they make. Listens and joins in with stories and poems, one . one and in small groups Joins in with repeated refrains 	<ul style="list-style-type: none"> Begin to organise and categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles. Uses blocks to create their own simple structures. Says some counting words randomly. Enjoys filling and emptying containers. Selects a small group of objects from a group when asked e.g .please give me one. Recites some number names in sequence. Begins to make comparisons between quantities. Uses some language of quantities such as 'more' or 'less' Beginning to categorise objects according to properties such as shape and size. Selects a number of objects from a group when asked. Knows that numbers identify how many objects are in a set Shows an interest in numerals in the environment. 	<ul style="list-style-type: none"> Explores objects by linking together different approaches shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning or poking. Enjoys pictures and stories about themselves, their families and other people. Anticipates repeated sounds, sights or actions e.g when an adult demonstrates an action, to several times. In pretend play, imitates everyday actions and events from own family and cultural background e.g making and drinking tea. Enjoys playing with small-world models such as a farm, a garage, or a train track. Beginning to have their own friends. Seeks to acquire basic skills in turning on and operating some ICT equipment 	<ul style="list-style-type: none"> Move their bodies to sounds they enjoy, such as music or regular beat. Explores and experiments with a range of media through sensory exploration and using the whole body. Pretends that one object represents another, especially when objects have characteristics in common. Joins in singing favourite songs. Experiments with blocks, colours and marks. Beginning to make- believe by pretending. Creates sounds by banging, shaking, tapping or blowing Beginning to make believe by pretending Singing a few favourite songs Explores and learns how sounds can be changed Uses various construction materials Realises tools can be used for a purpose. Uses available resources to support role-play.
Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<ul style="list-style-type: none"> Book about transport (fiction/non-fiction) Drawing/different transport /bears painting Look at a range of books about bears Explore making different sounds - - oh no I can't stand this, tick tock, cuckoo, drip drip, hmmmmmm, nee-ooowww Masks for children to act out the story Book corner to be turned into the bears bedroom Transport books to engage boys Writing instructions on how to make playdough Drawing pictures of your house 	<ul style="list-style-type: none"> Compare Transport Tally Cars at Honda Car Garage Sort cars/transport by colour/size/type Weighing ingredients for cooking Talking about the different shapes used to make their car Talking about the size of the different bears How many people are in your family? 	<ul style="list-style-type: none"> What is the best material to use for car doors/windows? Talking about the types of cars our family / neighbours have. Talk about journeys we have been on Small world- car garage Use ICT -simple city-build a car Remote control cars 	<ul style="list-style-type: none"> Role play McDonalds (outdoors)- INTEREST Role-play car garage Junk modelling-rocket, car, musical instruments Home corner sound effects using pots and pans for drip drip, snore, snore, brrr- record children Listening to different sounds-instruments Listening walk and identifying environmental sounds. Singing transport related rhymes.
Songs and rhymes	Children's interests	Fine motor	Sophisticated language

<p>Twinkle twinkle little star my dad drives a rusty car The wheels on the car go round and round 5 little men in a flying saucer Teddy bear, teddy bear 2 little dicky birds Heads, shoulders, knees and toes Everybody do this</p>	<p>Role playing-shop Dinosaurs Babies Making playdough</p>	<p>Finger gym activities- tweezer activities, sorting objects, elastic bands, threading objects, pegs boards, hole punching, Play dough disco - once a week</p>	<p>Names of transport types</p> <p>Garage</p> <p>Mechanic</p> <p>Engine</p> <p>Sailor</p> <p>Tyre</p>
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