

Foundation Stage 2 Medium Term Planning

Personal, Social & Emotional Development	Communication and Language	Physical Development
<p>Interested in others' play and starting to join in. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p>	<p>Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order Maintains attention, concentrates and sits quietly during appropriate activity. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>	<p>Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand. Beginning to be independent in self-care, but still often needs adult support. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Observes the effects of activity on their bodies. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>
Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
<p>Making posters about behaviour – writing rules Circle time activities talking about issues re behaviour etc Plan, Do, Review sessions Forming friendships with children new to school Links throughout all areas of learning What should the rules for the moon be? Help baby bear make some? How should Baby bear behave and do How does baby bear feel when he went on the moon? Our environment- how can we look after it? Talk about home- school journey Trip – keeping safe on the trip What make a good hero Turn taking games Holding a simple conversations</p>	<p>Link questions to story and own experiences – what do children pass on their way to school? Obstacle course outdoors encouraging use of positional language Class/group story sessions- use of sophistication of language Oral stories to do with kids Use of small world to encourage introducing narratives into play Links to Literacy Whatever next – alien invasion SST The way back home- parcel delivered from space Following stories without pictures and props</p>	<p>PE sessions with Matthew Dressing self in role play area Pre-writing patterns/letter formation in coloured sand Pre-writing lines to develop cutting skills Space food for aliens – creating recipe books Links to Literacy and EAD An alien has landed plan a meal for her- it has to be healthy Life caravan- sleep, exercise, food, drink etc Games- outdoors, alien hops, jumps, skips etc Role play landing on moon- slow, fast movements Finger gym activities Holding pencils and brushes Dough disco 5 minute challenge Chopping fruit Snack – spreading, chopping, pouring</p>

Space/Superheroes/Journeys

Core story – Whatever Next

Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Distinguishes between the different marks they make.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>.</p> <p>Recites some number names in sequence.</p> <p>Begins to use the language of size.</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Recites numbers in order to 10.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Uses shapes appropriately for tasks.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Selects a particular named shape.</p>	<p>Notices detailed features of objects in their environment.</p> <p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Talks about why things happen and how things work.</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>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>Imitates movement in response to music.</p> <p>Beginning to move rhythmically.</p> <p>Sings a few familiar songs.</p> <p>Uses various construction materials.</p> <p>Realises tools can be used for a purpose.</p> <p>Creates movement in response to music.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>

Writes own name and other things such as labels, captions.			
Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements	Possible Activities/Enhancements
Structures of stories phonics sounds Space books Aliens love underpants. Non-fiction books about space/solar system Start reading ditties Writing for a purpose e.g. message to aliens, describing/labelling alien/spaceship, news reporting, shopping list for baby bear, list of things to take to space etc Receive a post card from baby Bear and then write post card Alien messages Engage boys into the topic and write. Chn to have a secret ticket to read before they get busy Oral blending	Counting forwards Comparing weight – moon rocks etc Creating simple patterns – stars, moons etc Matching correct number of eyes to aliens Links to CL (positional language) superhero mission How many aliens in 2 spaceships 5 little men in a flying saucer Secret code to go outside- adult to give chn a number for the day chn to type in the number before they go out 2D shapes to make a rocket/superhero vehicles	Mapping out things they see in their local environment – label key features Taste dried food(space food) How to get to the moon? Planet Facts Life of an astronaut Our journey from home to school What do we like in our environment and what don't we like? Baking space cakes, star moon cookies Bee-bots positional language Log on computer using r1 Close software using the cross Sound buttons- record messages for alien Festivals – bonfire night, Christmas Visit places of worship	Home project – build a spaceship for the alien Paper mache planets; junk modelling aliens, rockets Role play- superhero head quarters Star prints Walking and dancing to the space music Healthy food items Importance of keeping clean Indoors role play writing Instructions on how to make a model List of picnic things Letter to mummy bear Postcards from the Moon Paint a superhero Junk modelling superhero vehicles Design new boots for baby bear Christmas songs
Literacy Focus	Maths Focus	Maths area	Literacy area
Write label for the rocket. Write a message to the alien. Re-telling the story- using Pie Corbett actions Instructions- how to catch the alien. What to take to the moon- list Letter to the alien	Weighing moon rocks Create repeating pattern Create an alien using shapes Capacity- full, Half full, empty Comparing weight – moon rocks etc Sort planets/teddies by their size Make rockets out of 2D Song of the week- 5 Little men in a flying saucer, Twinkle, twinkle little star	Threading beads- make repeating pattern Peg boards 1:1 counting, pattern Sorting people 10 green bottles, 5 currant buns, 5 little monkeys (any song counting backwards)	Alphabets mat Write own name CVC words- alien and real Rwi in areas Crack the code Small world in provision

Opportunities for writing across the curriculum

Oracy plan

Core story whatever next – what will you take to the moon? (why) provide ch with some objects for them to debate / make a choice and reasoning (suit case/food/boots)

Make a rocket – what shapes are you going to use? (why) – reasoning – sentence stems (making a rocket – using 2D glitter shapes)

EBL- enquiry based learning – the alien has trashed the classroom – what are we going to do? How are you going to catch him? – talk (discussion /agreeing/ sharing)

Talk about different transport with the children – e.g rocket to the moon/ aeroplane to Pakistan /ships etc where will you go

Where will you take the rocket – moon/stars/planets