

FOUNDATION STAGE RECEPTION MID-TERMLY PLANNING SHEET: **Changes** SPRING TERM 1

IN ORDER TO BETTER PLAN PROVISION TO ENHANCE THE CHILDRENS LEARNING. ALL CHILDREN WILL BE MONITORED THROUGH A SERIES OF OBSERVATIONS, APPROPRIATE CHALLENGES AND SUPPORT WILL BE PROVIDED BASED ON THESE OBSERVATIONS

A Unique Child

Positive Relationships/Enabling environments

<p>PSED SCSA –Display high levels of involvement in activities 40-60 MFB – Understand their own actions affect other people (40-60) MFB – Have an awareness of the boundaries set and behavioural expectations in the setting. 40-60 SOC – Have a positive self-image and show that they are comfortable with themselves (40-60) MR- Initiates conversations, attends to and takes account of what others say. (40-60) MR – Explains own knowledge and understanding and asks appropriate questions of others(40-60) MR – Takes steps to resolve conflicts with other children (40-60) SCSA – Confident to speak to others about own needs, wants, interests and opinions. (40-60) SCSA – Can describe self in positive terms and can talk about own abilities (40-60) MFB – Beginning to be able to negotiate and solve problems without aggression (40-60) MFB – Aware of the boundaries set, and of behavioural expectations.</p>	<p>Adults to model appropriate language to help solve conflict. Adults to model appropriate behaviour in role play area, construction area and when playing turn taking games. I am good at...circle time/writing activity. Turn taking games. Using buddy stop, inviting friends to play if they are lonely, Encourage children to use common language for problem solving, eg. 'stop I don't like it' Read 'I'm special, I'm me!' and discuss the importance of standing up for yourself, speaking out when you are upset, and knowing how to deal with disappointment. Make 'I'm special, I'm...' books. Children draw and write one thing that they are good at and one thing they want to get better at. Circle times to model appropriate behaviour linked with a scenario. Play the 'same game' circle, 'i'm the same as ... because we both have...' Traditional tales from around the world. Continue to take home class toy to make links with home. Link to PE/toileting/washing hands before eating etc 'People who love me' My wider family, what does love feel like, making friends, the power of no, smiles – passing a smile. Discuss looking after animals. Gentle hands.</p>
<p>PHYSICAL DEVELOPMENT MH- Holds pencil near point between first 2 fingers and thumb and uses it with good control. (30-50) MH- Begins to form recognizable letters (40-60) MH- Begins to use anti-clockwise movement and retrace vertical lines(40-60) MH- Handles tools, objects, construction and malleable materials safely and with increasing control (40-60) MH – Experiements with different ways of moving (40-60) HSC – Shows understanding for the need for safety when tackling new challenges and considers and manages some risk (40-60) HSC– Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 40-60 HSC – Eats a healthy range of foodstuffs and understands need for variety in food (40-60) (TI – Teacher initiated) Dress and undress independently and manage their own personal hygiene with adult support</p>	<p>Introduce skipping games, stuck in the mud grandma's footsteps, peep behind the curtain etc Coat and shoe fastening sessions showing techniques to aid these skills e.g. making sure sleeves are outside the coat before starting, that shoes are undone before trying to put them back on. Model correct use of things as naturally occur. Display safety pics. scissor/pencil knife grip Cooking: cutting and chopping experiences Provide regular experiences of plasticine, clay, foam, gloop, foodstuffs for c to manipulate and transfer Discuss how we feel at start and end of each PE session – what has changed? Feel pulse, discuss speed. Are we hot/cold/sweaty? Praise childrn's efforts when they consider others or collaborate in tasks. Teach skills to help children keep themselves safe, eg. responding rapidly to signals including visual signs and notes of music. Lead imaginative movement sessions based on children's current interests/ Ball skills in PE and in outdoor area Use mark making implements, blocks, construction sets and small world,; large community blocks cartons and fabric to make scenes for stories and role play. Analyse some of the diets of the characters from the traditional tales. (linked to C L UTW)</p>
<p>COMMUNICATION AND LANGUAGE LA - Maintains attention, concentrates can listen and do for short span (40-60) LA- Maintains attention, concentrates and sits quietly when appropriate (40-60) U- Listen and responds to ideas expressed by others in conversational discussion (40-60) U- Able to follow story without pictures or props (40-60) U – Begin to understand why and how questions.(40-60) S- Builds up vocabulary that reflects the breadth of their experiences (30-50) S – Uses language to imagine and recreate roles and experiences in play situations (40-60) S – Introduce storyline or narrative into their play. (40-60)</p>	<p>Continue re-enforcing letter sounds, segmenting and blending and introducing a greater variety of words (i.e. the first 100 common words and vocabulary stemming from stories) link to Letters and Sounds. Daily word blending/segmenting. Revise ch, sh th, th, ng, nk, ai, ee, Introduce e, igh, oa, oo, oo, ar, or, ur, Re-telling favourite/familiar stories in own words drawing on the language from stories. (adult to act as scribe). Discuss looking after chickens.</p>
<p>LITERACY READING R- Hears and says the initial sounds in words (40-60) R- Can segment the sounds in simple words and can blend them together, knows which letters represent some of them (40-60) R - Links sounds to letters naming and sounding the letters of the alphabet.(40-60) R – Enjoys an increasing range of books(40-60) WRITING</p>	<p>Use letters and sounds phase 1 to gain sound discrimination Adult demonstrate text directionality and model book handling skills etc Read familiar texts and big books regularly. Silly soup for alliteration. FRED talk - FRED will play games with children and sounds. Small group games based around aspects of literacy on regular basis. Begin guided reading – start in groups or individually depending upon needs of children. Then read once a week.</p>

<p>W - Use writing as a means of recording and communicating 40-60 HW – Begin to form recognisable letters 40-60 W - Links sounds to letters naming and sounding the letters of the alphabet.(40-60) W- Hears and says the initial sounds in words (40-60) W- Gives meaning to marks as they draw, write and paint (40-60) W – Write own name and other things such as labels, captions (40-60)</p>	<p>teaching letter name and sound: “The name is...” The sound is...” Growing stories- The Tiny Seed</p> <p>Focus on non-fiction. What’s changing with the eggs/chicks. Make a diary. Lifecycles. Naming the chicks.</p> <p>Phonics meetings (week 3 – 24th, 25th, 26th January)</p>
<p>MATHEMATICS N – Counts objects to 10, and begin to count beyond 10(40-60) N- selects the correct numeral to represent 1-5, then 1-10 objects. (40-60) N - Uses the language of more and few to compare 2 sets of objects.(40-60) N – records using marks that they can interpret and explain. N- Counts an irregular arrangement of up to 10 objects (40-60) N – Says the number that is one more than a given number (40-60)</p> <p>SSM – Orders 2 or 3 objects by length or height (40-60) SSM – Orders 2 items by weight or capacity (40-60) SSM – Uses familiar objects and common shapes to create and recreate patterns and build models. SSM- Can describe their relative position such as behind or next to. (40-60) SSM – Beginning to use mathematical names for solid 3d shapes and for flat 2d shapes, and mathematical terms to describe shapes (40-60) SSM – Selects a particular named shape (40-60) SSM –Sort familiar objects to identify their similarities & differences, making choices and justifying decisions (2) 40-60 Use familiar objects and common shapes to create and recreate patterns and build models (3) 40-60</p>	<p>Use of large number tiles for ordering numerals to 15(+) with a group of children. Daily class counting (number of children in class, number having school dinner etc) Chant, count on and back daily as necessary in whole class sessions, for fruit and register. Sequencing life cycle of chickens. Record simple sums on the board using + and – Measuring the children. Height comparison. Order objects around the classroom by size/weight Collect rainwater and measure/compare quantities. Sorting types of potatos/ measuring potatos/weighing potatos/potato racing.</p>
<p>UNDERSTANDING OF THE WORLD</p> <p>PC - Shows interest in the lives of people who are familiar to them. (30-50) PC – recognizes and describes special times or events for family or friends (40-60) PC – Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family. TW – Talks about why things happen and how things work.(30-50) TW – Shows care and concern for living things in the environment (40-60) TW- Can talk about some of the things they have observed, such as plants, animals, natural and found objects (30-50) T- Complete a simple programme on a computer 40-60 T- Uses ICT hardware to interact with age appropriate software (40-60)</p>	<p>Eggs arrive on the 22nd January – hatching chickens. Growing – potatos. Role play – doctors, vets etc Garden centre (growing) Look at seasonal changes. Ice melting. Changes in weather. Make a weather chart. Favourite weather graph Cooking with eggs (class dependent) and other substitutes. Cook potatoes and pizza in different ways. Comparing what they were like as a baby and what they can do now. Bring in baby photos – guess who they are. Use cornflower and other sensory materials that can change. Have breakfast in class, discuss and bring in photos of breakfast</p>
<p>Expressive arts and design EUMM – Begins to build a repertoire of songs and dances (40-60) EUMM – Experiments to create different textures and manipulates materials to achieve a planned effect (40-60) EUMM – constructs with a purpose in mind, using a variety of resources. (40-60) BI – Creates movement in response to music (30-50) BI- Captures experiences and responses with a range of media such as music, dance, and paint and other materials or words. (30-50) BI – Play cooperatively as part of a group to develop and act out a narrative.(40-60) BI – Introduce a storyline or narrative in their play (40-60)</p>	<p>Give c opportunities to explore different media to create individual or collaborative artwork, using different textures, colours, materials. Support c in thinking about what they want to make, the processes involved and the materials they might need. Make suggestions to extend c’s ideas of what’s possible e.g.: I wonder what would happen if?” Ask children to explain how they made something and what they could do to improve it. (Speaking and listening opp) Encourage c to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion. Weekly singing assemblies with Gareth. Marbled egg shells pictures Painting chick pictures</p>