

FOUNDATION STAGE RECEPTION MID-TERMLY PLANNING: **Fantastic Folk and Monsters** SPRING 2

A Unique Child

Positive Relationships/Enabling Environments

<p>CHARACTERISTICS OF EFFECTIVE LEARNING: ACTIVE LEARNING: Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their goals • Being proud of how they accomplished something • Enjoying meeting challenges for their own sake i.e. intrinsic motivation <p>CREATING AND THINKING CRITICALLY: Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things 	<p>Help children to develop their own motivations by talking about learning- how and why! Notice what arouses children's curiosity, watch their deep involvement to identify learning that is intrinsically motivated. • Ensure they have time and freedom to become deeply involved in activities. • Keep significant activities out.</p> <ul style="list-style-type: none"> • Help them to keep ideas in mind and develop interests over a period of time by reviewing/taking about past work; make space and time for all children to contribute. <p>Specific 'thinking' vocabulary: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i></p> <ul style="list-style-type: none"> • Model being a thinker, showing that you don't always know but can find out. • Encourage open-ended thinking by not settling on the first ideas: <i>What else</i> is possible? • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Give children time to talk and think. • Value questions, talk, and many possible In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas?</i> • Build in opportunities for children to play with materials before using them in planned tasks. 					
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: PSHE : People who keep us safe; E-safety; what do we do if we don't feel safe? making relationships: 40-60: Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG; C. play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings; form positive relationships with adults and other children. managing feelings and behaviour: 40-60 Be aware of the boundaries set and of the behavioural expectations in the setting. Beg to able to negotiate and solve problems without aggression. ELG: C .talk about how they and others show feelings, talk about their own and others' behaviour. Self confidence and self awareness: 40-60; Can describe self in positive terms & talk about abilities. ELG: C. will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Link to PSHE Curriculum map (as left) Link to parent's and Mother's Day Praise c for initiating activities , selecting own choice of resources from range provided and staying on task; use home/school toy. Star of the day and other incentive for good behaviour and work.</p> <p>Chn say how they are feeling - Feelings barometer/table in class.</p> <p>C confident to try any new class activities introduce, speaks up confidently in a sm/large group/ e.g. when sharing a book.</p> <p>C listen to needs of others and they can alert an adult to their needs or another child's needs</p>					
<p>COMMUNICATION AND LANGUAGE: Listening and Attention: 40-60; ELG: C listen attentively in a range of situations...They give their attention to what others say and respond appropriately, while engaged in another activity.. Understanding: ELG: C follow instructions involving several ideas or actions. They answer 'how' and why questions. Speaking: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. in play situations. <ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ELG: They develop their own narratives and explanations by connecting ideas or events</p>	<p>Revise 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. Model 'phonetically plausible' writing on the board in whole class sessions. Devise simple writing activities that involve children applying their phonic knowledge- differentiate according to ability – Fred Talk/ sound boxes for spelling /fingers for number of sounds/sound buttons Continue with 'air writing', gloop, sand, large scale letter formation on paper/whiteboards... promote name writing and give help where necessary. Carry on Phase one L&S listening games: at least one game a week. Continue Helicopter Stories – looking at ways to improve our stories</p> <table border="1" data-bbox="1108 1169 2145 1241"> <tr> <td>Where the wild things are Not now Bernard</td> <td>Aliens love underpants etc. The Gruffalo</td> <td>Supertato Avocado Baby</td> <td>Two monsters The Night Pirates</td> <td>Elliot: midnight superhero</td> </tr> </table> <p>Handwriting: letters and numbers. Correct orientation to be practiced during all writing sessions. Pie Corbet story/tbd . Letters and sounds p 105 to p 128. Bank of activities Phase 4 Discuss Easter and Mother's Day</p>	Where the wild things are Not now Bernard	Aliens love underpants etc. The Gruffalo	Supertato Avocado Baby	Two monsters The Night Pirates	Elliot: midnight superhero
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<p>PHYSICAL DEVELOPMENT: Moving and Handling: 40-60 Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Shows increasing control over an object in</p>	<p>P.E: Handwriting: Number formation practice and weekly letter formation session inside and out. Correct name writing e.g. Upper and lower case Range of resources and activities to hone fine and gross motor skills e.g. clay, spaghetti, peg, collage,</p>					

<p>pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. They handle equipment and tools effectively, including pencils for writing, holding it effectively to form recognisable letters and numerals, most of which are correctly formed. Health & Self-Care: 40-60 ELG: C know the importance for good health, of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe. They manage their own personal needs and hygiene successfully.</p>	<p>threading etc Box modelling; modrock and papier mache to make habitats Encourage C to wash their hands thoroughly and talk about staying healthy, germs etc Write dance Throwing and Catching Skills – Outdoor PE with Carmen</p>
<p>LITERACY: Writing: 40-60; Can segment the sounds in simple words and blend them together Links sounds to letters naming and sounding the letters of the alphabet Attempts to write a simple sentence Writes own name and other things such as labels and captions</p> <p>Reading: Begins to read words and simple sentences Enjoys an increasing range of books Knows that information can be retrieved from books and computers</p>	<p>Writing: continue to model and provide daily stimulus for independent writing, & link it to the topic (see list below). Link writing tasks to books we are reading and make related class books. Make non-fiction /photo books about monsters. Pie Corbett talk for writing work – writing assessments Reinforce spacing between words, introduce full stops and for HAs introduce capital letters (Link to whole class/group reading sessions. Can children tell you where the capital letter, punctuation marks are?) Push on handwriting and letter formation. Do Write dance.</p> <p>Reading: Continue weekly group reading sessions (See Writing for introduction of phase 4 phonics/P.M.). Continue to play reading games and puzzles through whole class revision of words on lists 1, 2 & 3, common words and sight words. See Letters and Sounds activities above. Use Espresso and ICT to develop non-fiction reading skills</p> <p>World Book Day March 1st</p>
<p>MATHS: number: Counts objects to 10 and beginning to count beyond to 20 In practical activities and discussions, beginning to use the vocabulary involved in adding and subtracting Begins to identify own mathematical problems based on own interests and fascinations Shape, Space and Measure: Uses familiar objects and common shapes to create and recreate patterns and build models Uses everyday language related to time Measures short periods of time in simple ways</p>	<p>Monster Maths – Have a maths monster who sits on your board during all maths activities and gets everything right at first but after a couple of weeks starts making mistakes. Read ‘How big is a million?’ children to discuss big numbers that mean something to them. Monster numberline to 10 and beyond as appropriate to child – write numbers in monsters belly. 100 square bingo – crossing numbers off for children house numbers, bus numbers, important numbers to them. Counting and number matching assessment individual to each class interests. Calc – adding and subtracting, where appropriate recording with symbols – own class activities – possibly use templates. Monster dressing with adding/doubling using monster templates – use buttons for adding and doubling. Monster symmetry – use mirrors on templates to draw the other side of the monster. Use Mathematical language e.g. addition, 1 more, more than, plus/minus, less than, subtract, equals – Make a number sentence Making junk model monster and discussing the 3d shapes and their properties as we come across them. 2d shapes – incidental activities and carpet sessions. Making monster templates for 2d shapes. Look at the properties of both. Heavy/light – incidental and interventional use of language and questioning throughout half term. Monster cooking – fractions – halves and quarters. PS – estimates and predictions.- objects in a jar – daily carpet activity, guessing quantity.</p>
<p>UNDERSTANDING THE WORLD 40-60: People and communities; Enjoys joining in with family customs and routines. Shows interest in different occupations and ways of life (Link to PSHE) ELG They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world ELG: C. know about similarities and differences in relation to places, objects, materials and living things. Technology: 40-60: Uses ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Life size collaborative junk modelling a monster. Senses table in class – Each week have an exploration table for children to explore different senses – sight, sound, touch, smell, taste. Science experiments: using cornflour, red cabbage, milk, etc. (linked to CL) Exploration table – float/sink, (boat Making) strong/weak, bounce/roll/stop etc. One per week. Children to experiment with toys or real objects involving technology such as moving parts Weekly ICT sessions Weekly cooking sessions – Gruffalo crumble etc. Use produce from organic garden Talk about where we live. Discuss differences between urban and rural places. Talk about house number, discuss address, talk about route to school. Make a map. Draw a map of where a monster lives. (link to ssm) Use beebots, - programming: make a monster map, children to program. ICT walk around the school. Use wildlife garden rota. (Gold, Silver, Yellow)</p> <p>Park theatre trip – Feb 19th, 21st, 23rd. Off time-table week – When I grow up.</p>

EXPRESSIVE ARTS AND DESIGN:

EUMM 40-60: Manipulates materials to achieve a planned effect.

Begins to build a repertoire of songs and dances

Being imaginative 40-60: Create simple representations of events, people and objects.

Plays cooperatively as part of a group to develop and act out a narrative.

using boxes of instruments

Making tactile monsters.

Monster songs – The Gruffalo - Monster Music.e.g 'Where the Wild Things Are'

Role play e.g. The Gruffalo/Where the Wild Things Are

Foundation Stage Concert – 26th and 29th March