

MEDIUM TERM PLAN FOR FOUNDATION STAGE TOPIC Ourselves Phase: Reception D/G Autumn term 2021 1st / 2nd half

SUBJECT	WEEK 1 8.9.21 Settling in (3 days)	WEEK 2 13.9.21 Dogger Favourite toys Rosh Hashanah	WEEK 3 20.9.21 Dogger	WEEK 4 27.9.21 The Jolly Postman	WEEK 5 04.10.21 The Jolly Postman	WEEK 6 11.10.21 Full full of love	WEEK 7 18.10.21 Full full of love	
Personal, Social and emotional Development	Introduction to the class - resources, routines and behavioural expectations.	Looking at characters and empathising with feelings	How does it feel when we have lost something special? What would we do?	Sending and receiving letters- who would we send letters to? How do you feel when you receive a letter/postcard?	Managing needs - focus on hygiene (hand washing)	Looking at relationships in our own family	Managing needs - focus on healthy food - reflect on food in story	
	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs</p>							
Physical Development	Settling in - lining up and queuing - meal times Pre-letter formation - patterning	Settling in - lining up and queuing - meal times Pre letter formation - patterning	Role play area- Topsy and Tim go to the Dentist - importance of Oral health Pre-letter formation - patterning	Role play area- teeth brushing <u>Fine motor</u> Focus on Pencil grip - letter formation to tie in with phonics introduction s,a,t,p	<u>Fine motor</u> Penpals - foundation 1 - warm ups Jumping jacks, exploring the hand, hand patterns Focus on Pencil grip - letter formation to tie in with phonics introduction i, i,n,m,d	<u>Fine motor</u> Penpals - foundation 1 - warm ups Move it, zips, storm at sea Focus on scissors skills Letter formation g,o,c,k	<u>Fine motor</u> Penpals - foundation 1 - warm ups Owl eyes, falling seeds. Focus on scissors skills Letter formation e,u,r	
	<u>Outside area focus:</u> balancing	<u>Outside area focus:</u> balancing	<u>Outside area focus:</u> Climbing frame	<u>Outside area focus:</u> Bikes	<u>Outside area focus:</u> Skipping and skipping ropes	<u>Outside area focus:</u> Balls skills - basket ball	<u>Outside area focus:</u> Balls skills - kicking	
	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling, crawling, walking, jumping ,running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>							

	<p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully:- lining up and queuing, mealtimes, personal hygiene</p>							
Communication and Language	Carpet sessions - expectations. Questions and answers.	Carpet sessions - expectations. Questions and answers.	Introduce Show and Tell - speaking, listening and asking questions.	Continue with Show and Tell rules- speaking, listening and asking questions.	Story times - whole class, groups and one to one. Introduce new vocab and encourage its use in different contexts.			
	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>							
Literacy		Dogger	Dogger	Jolly postman	Jolly postman	Full full of love	Full full of love	
	<p><u>Reading</u> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>				<p><u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p><u>Writing</u> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense</p>			
Phonics	Revisit phase 1	Revisit phase 1	Revisit phase 1	satp	inmd	gock	Ck e u r	
Mathematics (White Rose)	<p>Class routine</p> <p>Where do things belong?</p> <p>Order of the day.</p>	<p>Class routine</p> <p>Where do things belong?</p> <p>Order of the day</p>	<p>Class routine</p> <p>Where do things belong?</p> <p>Order of the day</p>	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Explore pattern</p>	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Explore pattern</p>	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Explore pattern</p>	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Explore pattern</p>	

Understanding of the world		Talking about things that are special to them.	Talking about things that are special to them.	Autumn changes Post office role play - where can you send a letter to?	Autumn changes Outdoor learning - tree bathing and using senses to feel Autumn outside	Food from around the world- what foods do children's families enjoy at special times.	Weather check - record weather for the week (Autumn)	
<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>								
Expressive Arts and Design	Self-portraits- Use paints and colour mixing	Self-portraits- Use paints and colour mixing	Favourite toy - use a range of materials to make image of toy	<u>Autumn crafts</u> -notice features in the natural world. -colours, shapes, texture and smells. Discuss children's responses to what they see.	<u>Autumn crafts</u> -notice features in the natural world. -colours, shapes, texture and smells. Discuss children's responses to what they see.	Making colourful plates based on books using tissue paper and papier mache - show children different technique when using papier mache glue.	Making colourful plates based on books using tissue paper and papier mache - show children different technique when using papier mache glue.	
<p style="text-align: center;">Dance sessions with Jess Music lessons with Ben</p>								
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups</p>								