

Foundation Medium Term Outline Planning Autumn 1- 2016-17

DRIVING THEME: Understanding the world: The body, family, harvest	It's All About Me		
30-50 months objectives	40-60 months objectives		Early Learning Goals
As we understanding the world around us:	<p>The World</p> <ul style="list-style-type: none">• Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.• Developing an understanding of growth, decay and changes over time.• Looks closely at similarities, differences, patterns and change• They make observations of animals and plants and explain why some things occur, and talk about changes	<p>People and Communities</p> <ul style="list-style-type: none">• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family• Enjoys joining in with family customs and routines.• Children talk about past and present events in their own lives and in the lives of family members.	<p>Technology</p> <ul style="list-style-type: none">• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.• Knows that information can be retrieved from computers• Completes a simple program on a computer.• Uses ICT hardware to interact with age-appropriate computer software.• Children recognise that a range of technology is used in places such as homes and schools.
	As we learn to be physical:	<p>Moving and Handling</p> <ul style="list-style-type: none">• Mounts stairs, steps or climbing equipment using alternate feet.• Walks downstairs, two feet to each step while carrying a small object.• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.• Draws lines and circles using gross motor movements.• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.• Experiments with different ways of moving.• Jumps off an object and lands appropriately.• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	<p>Health and Self Well being</p> <ul style="list-style-type: none">• Observes the effects of activity on their bodies.• Understands that equipment and tools have to be used safely.• Can usually manage washing and drying hands.• 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.• Eats a healthy range of foodstuffs and understands need for variety in food.• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.• Shows understanding of how to transport and store

	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. 	<p>equipment safely.</p> <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
As we learn how to be expressive with art and media	<p>Exploring media and materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Explores and learns how sounds can be changed. • Uses various construction materials. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Begins to build a repertoire of songs and dances. • Understands that different media can be combined to create new effects. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects tools and techniques needed to shape, assemble and join materials they are using. • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

As we learn to read and write	Reading		Writing	
	<ul style="list-style-type: none">• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Beginning to be aware of the way stories are structured.• Listens to stories with increasing attention and recall.• Shows interest in illustrations and print in books and print in the environment.• Looks at books independently.• Knows information can be relayed in the form of print.• Holds books the correct way up and turns pages.• Knows that print carries meaning and, in English, is read from left to right and top to bottom.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.		<ul style="list-style-type: none">• Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places.• Gives meaning to marks they make as they draw, write and paint.• Begins to break the flow of speech into words.• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together.• Writes own name and other things such as labels, captions.	
As we become great listeners and communicators we will	Listening and Attention		Understanding	
	<ul style="list-style-type: none">• Listens to others one to one or in small groups, when conversation interests them.• Listens to stories with increasing attention and recall.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Maintains attention, concentrates and sits quietly during appropriate activity.• Two-channelled attention – can listen and do for short span.• Children listen attentively in a range of situations.		<ul style="list-style-type: none">• Responds to simple instructions, e.g. to get or put away an object.• Beginning to understand 'why' and 'how' questions.• Responds to instructions involving a two-part sequence.• Understands humour, e.g. nonsense rhymes, jokes.• Listens and responds to ideas expressed by others in conversation or discussion.	
			Speaking	
			<ul style="list-style-type: none">• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.• Uses a range of tenses (e.g. play, playing, will play, played).• Uses intonation, rhythm and phrasing to make the meaning clear to others.• Uses vocabulary focused on objects and people that are of particular importance to them.• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• Uses language to imagine and	

			recreate roles and experiences in play situations.
As Mathematicians we will:	<p>Numbers</p> <ul style="list-style-type: none">• Uses some number names accurately in play.• Recites numbers in order to 10.• Knows that numbers identify how many objects are in a set.• Beginning to represent numbers using fingers, marks on paper or pictures.• Recognise some numerals of personal significance.• Recognises numerals 1 to 5.• Counts up to three or four objects by saying one number name for each item.• Counts actions or objects which cannot be moved.• Counts objects to 10, and beginning to count beyond 10.• Counts out up to six objects from a larger group• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.• Counts an irregular arrangement of up to ten objects.• Estimates how many objects they can see and checks by counting them.• Uses the language of 'more' and 'fewer' to compare two sets of objects.• Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.	<p>Shape, Space and Measures</p> <ul style="list-style-type: none">• Shows an interest in shape and space by playing with shapes or making arrangements with objects.• Uses positional language.• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.• Selects a particular named shape.• Can describe their relative position such as 'behind' or 'next to'.• Orders two or three items by length or height.• Orders two items by weight or capacity.• Uses familiar objects and common shapes to create and recreate patterns and build models.• Uses everyday language related to time.• Beginning to use everyday language related to money.	
As we learn to become rounded adults (PHSE) we will:	<p>Making Relationships</p> <ul style="list-style-type: none">• 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.• Initiates conversations, attends to and takes account of what others say.• Children play co-operatively, taking turns with others.• They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	<p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none">• Can select and use activities and resources with help.• Welcomes and values praise for what they have done.• Enjoys responsibility of carrying out small tasks.• Is more outgoing towards unfamiliar people and more confident in new social situations.• Confident to talk to other children when playing, and will communicate freely about own home and community.• Shows confidence in asking adults for help.• Confident to speak to others about own needs, wants, interests and opinions.	<p>Managing Behaviour and feeling</p> <ul style="list-style-type: none">• Aware of own feelings, and knows that some actions and words can hurt others' feelings.• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.• Can usually adapt behaviour to different events, social situations and changes in routine.• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

		<ul style="list-style-type: none"> • Children are confident to try new activities, and say why they like some activities more than others. • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or don't need help 	<ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • They work as part of a group or class, and understand and follow the rules.
<p>Thinking spiritually we will study</p> <p>How much God loves and values us and the value of self-worth.</p>	<p style="text-align: center;"><u>I am Special</u></p> <p>AT1 Know that Christians believe God is their heavenly father and he loves them. (Level 1)</p> <p>AT2</p> <ul style="list-style-type: none"> • Have had an opportunity to talk about their own experiences and feelings. (Level 1) • Be able to talk about their own families likes, dislikes etc. (Level 1) • Have started to ask and respond sensitively to questions about their own and others experiences and feelings. (Level 2) 		