

Foundation Medium Term Outline Planning SPRING 2 2016-17

DRIVING THEME: Understanding the world Expressive Art and Design Literacy	The Story of Pirates at the Seaside		
30-50 months objectives	40-60 months objectives		Early Learning Goals
<p>As we understanding the world around us:</p>	<p style="text-align: center;">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. • Shows care and concern for living things and the environment. • Looks closely at similarities, differences, patterns and change. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<p style="text-align: center;">People and Communities</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • 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. 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. 	<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • 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. They select and use technology for particular purposes.

As we learn to be physical:

Moving and Handling

- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can catch a large ball.
- 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.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- 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. They handle equipment and tools effectively, including pencils for writing.

Health and Self Well being

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

<p>As we learn how to be expressive with art and media</p>	<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. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. 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. • Creates movement in response to music. • Sings to self and makes up simple songs. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • 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. • Chooses particular colours to use for a purpose. • 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.
<p>As we learn to read and write</p>	<p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. 	<p>Writing</p> <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.

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| | <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • 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. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • 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. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | <ul style="list-style-type: none"> • 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. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Attempts to write short sentences in meaningful contexts. • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
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As we become great listeners and communicators we will

Listening and Attention

- 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.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- 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. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

- Understands use of objects (e.g. "What do we use to cut things?")
- 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.
- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- 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.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
- Extends vocabulary, especially by grouping and naming,

			<div>exploring the meaning and sounds of new words.</div> <ul style="list-style-type: none">• Uses language to imagine and recreate roles and experiences in play situations.• Links statements and sticks to a main theme or intention.• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.• Introduces a storyline or narrative into their play.• Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
As Mathematicians we will:	<div>Numbers</div> <ul style="list-style-type: none">• Shows an interest in numerals in the environment.• Shows an interest in representing numbers.• Realises not only objects, but anything can be counted, including steps, claps or jumps.• Says the number that is one more than a given number.• Finds one more or one less from a group of up to five objects, then ten objects.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	<div>Shape, Space and Measures</div> <ul style="list-style-type: none">• Shows awareness of similarities of shapes in the environment.• Uses positional language.• Selects a particular named shape.• Can describe their relative position such as 'behind' or 'next to'.	

	<ul style="list-style-type: none">Records, using marks that they can interpret and explain.Begins to identify own mathematical problems based on own interests and fascinations.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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	<ul style="list-style-type: none">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.Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
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 doingDemonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.Initiates conversations, attends to and takes account of what others say.Explains own knowledge and understanding, and asks appropriate questions of others.Takes steps to resolve conflicts with other	<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 communityShows confidence in asking adults for help.	<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

	<p>children, e.g. finding a compromise.</p> <ul style="list-style-type: none"> Children 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, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. 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. 	<p>realise they have upset them.</p> <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. They adjust their behaviour to different situations, and take changes of routine in their stride.
<p>Thinking spiritually we will study</p>	<p>Making Friendships</p> <p>AT1</p> <ul style="list-style-type: none"> Know that Christians consider themselves to be friends of Jesus (Level 1) Be able to recall stories of Jesus with his friends (Level 1) Be able to retell Bible Stories (Level 2) 		

	<p>AT2</p> <ul style="list-style-type: none">• Be able to talk about their own experiences of friendship. (Level 1)• Be able to talk about why friendships are important (Level 1)• Be able to talk about the feelings associated with friendship (Level 1)• Be able to ask questions sensitively about friendship (Level 2)
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- Be able to talk about their own experiences of friendship. (Level 1)
- Be able to talk about why friendships are important (Level 1)
- Be able to talk about the feelings associated with friendship (Level 1)
- Be able to ask questions sensitively about friendship (Level 2)