

Medium Term Plan for Autumn 2, 2021

Foundation Stage - Reception



In developing a **Medium Term Plan**, typically covering a half-term period, our teachers will:

- Draw upon our detailed Long Term Plans – these show the sequencing of knowledge and skills for all subjects, across each year group
- Ensure that they build upon prior learning, through an understanding of knowledge and skills taught in previous year groups (or earlier in the same year/term)

In developing a **Context for Learning**, covering a half term or less, our teachers will:

- Devise a theme that will provide meaningful, cross-curricular learning opportunities – our belief is that this adds to pupil motivation and makes learning even more relevant
- Ensure that across the 6 half terms, there are a range of focus areas for Contexts for Learning – for example a CfL could be based on a book, or on an imaginary theme relevant to the children's interests

4 Principles of EYFS

These 4 overarching principles shape everything we do in Early Years and we consider all aspects of these when planning:

A Unique Child

Every child is a competent learner and can be resilient, capable and confident

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and Early Years staff at school

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected

In Early Years, the objectives listed below are taken from Birth to 5 Matters and are colour coded according to the ranges (5 and 6)



Personal, Social and Emotional Development (PSED)

- Understand the need for rules
- To remember our golden rules
- To join in with classroom routines
- Celebrating differences

Maths (M)

- Looking at circles and triangles, making space pictures/stamping and thinking about curved and straight edges.
- Position language and describing where the alien is!
- Thinking about one more and one less in practical situations.
- Using language centred on time, today, tomorrow, this morning, this afternoon etc.

Communication and Language (CAL)

- We will be starting helicopter stories this term and thinking about the ideas of Christmas and our cheeky elf.
- Big talk every morning to discuss interesting pictures and who, what, why and where the pictures?

Physical Development (PD)

- Hand washing and keeping ourselves safe.
- Dressing and undressing with support
- Pencil and scissor control



Expressive Arts and Design (EAD)

- Making Christmas Cards
- Making salt dough decorations
- Creating toys from junk modelling.

Literacy (L)

- Use Stickman for our talk for writing and innovate a new story.
- Explore stories and discuss what will be happening next and what could happen differently.

Hooks/trips:

- Elf on the shelf
- Nativity Performance

Key Vocabulary

Christmas, bonfire night, Diwali, Remembrance, reindeer, father Christmas, advent, Christmas eve, toys, creating.

Core Texts:

Stickman

Understanding the World (UTW)

- Learning about different celebrations that are happening this term, Diwali, Bonfire night, Remembrance Day, Children in Need, Christmas.
- Making Salt dough decorations
- Making mint creams for Christmas

Characteristics of Effective Learning

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children should be learning from their environment, experiences and activities. During this half term, we will be focusing on encouraging:

Playing and Exploring

- Finding out and exploring

Active Learning

- Keeping on trying

Creating and Thinking Critically

- Choosing ways to do things

Area Enhancements to Continuous Provision this half term:	Other planned school events this half term
<p>Reading Area – Include some picture books for the children to explore together and discuss.</p> <p>Writing Area – New area – sounds on the wall and a daily/weekly challenges to complete. Writing lists for Santa. Making maps to tell Santa where to go. Writing letters to the elf. Christmas pictures to label and write about. Christmas cards.</p> <p>Construction/Small World Area – Encourage story telling with the small world, link to their own experiences surrounding Christmas.</p> <p>Creative Area – Making Christmas cards. Christmas colouring and tracing activities. Designing Christmas jumpers. Junk modelling toys for the role play area. Making stick men.</p> <p>Play dough – Coloured and scented sensory play dough with stamps and cutters.</p> <p>Role Play – Toy workshop – enhance with the children. Toy making and labelling – list writing on the white board. Instructions.</p> <p>Water and sand – Messy and creative in the water tray. Encourage mixing colours and materials and the children to notice what is happening.</p>	

Objectives are colour coded to match a range 5 – black, 6 – purple

Prime Areas of Development	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. • Is sensitive to others' messages of appreciation or criticism. • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity • Talks about their own and others' feelings and behaviour and its consequences 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) • Understands use of objects (e.g. Which one do we cut with?)
<p>Physical Development</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability 	

- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
- Observes and can describe in words or actions the effects of physical activity on their bodies.
- Can name and identify different parts of the body
- Can wash and can dry hands effectively and understands why this is important
- Can mirror the playful actions or movements of another adult or child
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

Specific Areas of Development

Literacy

Reading

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Looks at and enjoys print and digital books independently
- Knows that print carries meaning and, in English, is read from left to right and top to bottom

Writing

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves

Maths

- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
- May enjoy counting verbally as far as they can go
- Uses some number names and number language within play, and may show fascination with large numbers
- Beginning to use understanding of number to solve practical problems in play and meaningful activities
- Beginning to recognise that each counting number is one more than the one before
- Chooses items based on their shape which are appropriate for the child's purpose
- Responds to both informal language and common shape names
- Shows awareness of shape similarities and differences between objects
- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next
- Recalls a sequence of events in everyday life and stories

Understanding the World

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life indoors and outdoors
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

Expressive Arts and Design

- Explores and learns how sounds and movements can be changed
- Enjoys joining in with moving, dancing and ring games
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
- Taps out simple repeated rhythms
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose
- Uses movement and sounds to express experiences, expertise, ideas and feelings
- Experiments and creates movement in response to music, stories and ideas
- Sings to self and makes up simple songs
- Creates sounds, movements, drawings to accompany stories