

Medium Term Plans



Spring 1

Once Upon a Time

Foundation Stage Medium Term Planner - Personal Social and Emotional Development

Spring 1 - Traditional Tales

Learning Intentions EYFS Development matters statements	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Early Learning Goals <u>ELG: Self Regulation</u> Children at the expected level of development will: *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>ELG: Managing Self</u></p>	<p>*Contribute to circle time - talk, listen and ask questions.</p> <p>*Share achievements with the group</p> <p>*Show work to class and in assemblies.</p> <p>*Celebrate the achievements of others.</p> <p>*Reinforce simple routines for various points in the day: - beginning and end of day - tidy up time - lunch time</p> <p>*Use busy bee to assign special helpers throughout the week</p> <p>*Take turns to use limited equipment- bikes, computer etc.</p> <p>*Work in pairs and small groups at classroom activities</p> <p>*Talk to adults and peers in various situations</p> <p>*Put on coats, aprons, dressing up clothes, wet suits.</p> <p>*Communicate toileting needs</p>	<p>*Revisit and discuss class rules</p> <p>*Discuss consequences of breaking rules and rewards for displaying positive behaviour - Class Dojo.</p> <p>*Role play classroom expectations</p> <p>*Circle time - contribute to discussions about: - how we are unique - what we are good at - how we can be kind and helpful to others</p> <p>*Revisit and discuss personal hygiene and expectations for handwashing, blowing nose, coughing, sneezing etc in school.</p> <p>*Discuss oral hygiene and toothbrushing.</p> <p>*Discuss ways to keep healthy and safe: - sleep routines - limiting screen time - being a safe pedestrian - healthy eating</p> <p>*Ask children to bring in a family photograph to be discussed in small groups and displayed in the home corner.</p> <p>*Empathise with and reflect upon characters and relate to own experiences through a wide range of texts. E.g. stranger danger - giant and three bears. Taking something that is not yours - Jack and Goldilocks.</p>	<p><u>PSED book collection:</u> *Red, Red, Red *I Really Want To Shout *The Smartest Giant in Town *Dozy Bear and the Secret of Sleep *Brush the Germs Away *Cami and Wyatt Have Too Much Screen time</p> <p><u>Songs:</u> *The Kindness Song by Juicebox Jukebox *The Healthy Eating Song *Superfood by Musical Dots *Peppa Pig Brush Your Teeth Song *Peppa Pig Visits the Dentist</p> <p>Polly Olly series of videos Not So Naughty stories</p> <p>*Fidget toy basket</p> <p>*Oral hygiene visit</p> <p>*Discussion with school meals manager regarding promoting healthy eating in school. Possibility of a parent workshop.</p>

<p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG: Building Relationships</u></p> <p>* Work and play co-operatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and others' needs.</p>	<p>*Wash hands and manage personal hygiene.</p> <p>*Join in discussions about stories and books that emphasise moral issues</p> <p>*Introduce different customs through books, stories etc.</p> <p>*Model the use of each classroom area.</p> <p>*Discuss healthy choices for lunchtime and encourage the trying of new foods.</p>	<p>*Explore stories about managing behavior and self regulation through role play, small world resources and puppetry.</p> <p>*Play circle games, board games and parachute games to continue to reinforce the importance of turn taking</p> <p>*Career benchmarking opportunities - link to role of baker and woodcutter/builders - Invite in parents in similar roles, plus Claudia from kitchen and caretaker.</p> <p>Global links - Feed the birds winter project and make bird feeders using recycled materials.</p>	
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Foundation Stage Medium Term Planner - Communication and Language - Literacy

Spring 1 - Traditional Tales

Learning Intentions EYFS Development matters statements	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
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<p><u>Communication and Language</u> Children in Reception will be learning to:</p> <p>Understand to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>*Talk about personal experiences in class and group times circle times</p> <p>*Use imaginative talk in role play, small world, puppet play</p> <p>*Listen attentively in group times and play.</p> <p>*Converse with others in all classroom areas</p> <p>*Develop language skills through structured and unstructured discussions.</p> <p>*Choose to look at books with others and alone</p> <p>*Read class labels, names, signs</p> <p>*Talk about pictures and words in books</p> <p>*Retell familiar stories in role play, small world etc.</p> <p>*Join in with stories, rhymes and songs</p> <p>*Talk about and relate own experiences to books</p> <p>*Make up own stories inspired by books, songs etc.</p> <p>*Make marks to signify writing</p> <p>*Write name at every opportunity - sign up for activities</p>	<p>* Continue to explore different stories in Drawing Club sessions, three times per week. Focus on character, setting and an adventure. Also promote new vocabulary linked to each text.</p> <p>*Write thankyou letters to our friends and family for our Christmas gifts.</p> <p>* Make porridge and create a recipe.</p> <p>*Write porridge list of ingredients and instructions.</p> <p>*Retell traditional tales using props, puppets, small world resources and role play.</p> <p>*Write character lists, labels and descriptions.</p> <p>*Discover a Goldilocks crime scene and create wanted posters using descriptive language.</p> <p>*Create story maps to record retells of traditional tales.</p> <p>*Discuss how to plant a magic bean and create a set of instructions.</p> <p>*Develop outdoor role play area into a place of children's interest - three bear's cottage, castle, shop, school, hospital, post office, estate agent etc.</p> <p>*Talk about a personal visit to the shops, hospital, baby clinic, religious building, post office, castle.</p>	<p>*Jarrow Cross story time reading spine</p> <p>*Talk for Writing documents</p> <p>*RWI blending books</p> <p>*RWI Book Bag Books</p> <p>*Story baskets/bags</p> <p>*Puppets</p> <p>*Guided reading book series</p> <p>*Drawing Club planning and resources</p> <p><u>Information Texts:</u> Bears Arctic animals Castles Woods/Forests</p> <p><u>Traditional Tales Texts:</u> Goldilocks and Three Bears Jack and the Beanstalk Red Riding Hood The Three Pigs The Gingerbread Man The Three Billy Goats Gruff Chicken Licken</p>
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<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Early Learning Goals <u>ELG: Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>ELG: Speaking</u> *Participate in small group, class and one-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Literacy Read individual letters by saying the sounds for them.</p> <p>Blend sounds in words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>- label models</p> <p>*Practice forming letters using different media</p> <p>*Use local library</p> <p>*Write cards, invitations, lists, letters, labels, signs, messages, instructions.</p>	<p>*Introduce non-fiction books as a way of finding out about something.</p> <p>*Listen to audio stories and pictureless books</p> <p>*Make lists and labels for the home corner and role play areas (e.g. shopping lists, recipes etc).</p> <p>*Make a poster about castle/house rules</p> <p>*Compose sound pattern poems about bears</p> <p>*Make repetitive zigzag book about a traditional tale.</p> <p>*Form letters correctly using different media</p> <p>*Explore and compare Chinese writing</p> <p>*Guided reading weekly, working towards 3 times per week by end of Summer term.</p>	<p>Poetry - Debbie and Friends version of Goldilocks.</p> <p><u>Chinese New Year</u> <u>Texts:</u> The Magic Paintbrush *Dragons in the City</p>
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<p>Read simple phrases and sentences, made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Early Learning Goals</p> <p><u>ELG: Comprehension</u></p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate - where appropriate - key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>ELG: Word Reading</u></p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>ELG: Writing</u></p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>			
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Foundation Stage Medium Term Planner - Mathematics

Spring 1 - Traditional Tales

Learning Intentions EYFS Development matters statements	Ongoing and spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>Early Learning Goals <u>ELG: Number</u></p>	<p>*Sing number songs and rhymes.</p> <p>*Counting the number of children at a table, in an area or lining up.</p> <p>*Use snack time to support counting - have we got enough, who has got an apple and who has not etc.</p> <p>*At lunchtime, talk about how many children chose different types of food.</p> <p>*Use classroom shadowing/storage for sorting and classifying objects.</p> <p>*Copy patterns of movements when lining up, e.g. clapping out a rhythm.</p> <p>*Record scores in a game using tallies, dots or numerals.</p> <p>*Practise verbal counting in games such as Hide and Seek.</p> <p>*Deliberate errors for children to notice in counting forward and backwards using puppet: - missing number - repeated number - wrong order.</p> <p>*Recite number names in order, continuing forwards or backwards from a given number.</p>	<p>*Daily maths meeting exploring number of children in/out of school.</p> <p>*Linear calendar established in Autumn term. Continue to embed, using it for mathematical discussion as well as chronology/timeline for History focus.</p> <p>*Daily maths meeting - how many days in school. Record and represent in different ways (tallies, numicon, numeral, objects, tens frame, number line, addition and subtraction).</p> <p>*Play 10/not 10 dot game (with numerals 0-10) to explore composition of quantities within ten.</p> <p>*Sort 2D and 3D shapes</p> <p>*Use a feely bag to guess the shape</p> <p>*Go on a shape walk in local area/school</p> <p>*Describe shapes when showing models to the rest of the class.</p> <p>*Explore the possibilities and properties of 2D shapes through construction materials.</p> <p>*Arrange, compose and decompose 2D shapes.</p>	<p>Loose parts and manipulatives in maths area (dice, beads, pebbles, pine cones, sticks, bobbins, corks).</p> <p>Numberblocks table with practical resources and representations</p> <p>Magnetic tens frame and magnetic counters</p> <p>2D and 3D real life, wooden and plastic shapes</p> <p>Props to support maths story times exploring growing patterns, one more/one less.</p> <p>Spatial reasoning toolkit</p> <p>NCETM Mastering Number Programme</p> <p><u>Rhymes and Songs:</u> *Let's Count up to Ten *Count to 20 and Workout *10 green bottles</p>

<p>*Have a deep understanding of number to 10, including the composition of each number.</p> <p>*Subitise (recognize quantities without counting) up to 5.</p> <p>*Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>ELG: Numerical Patterns</u></p> <p>*Verbally count beyond 20, recognizing the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>*Count a set of objects, giving one number name to one object.</p> <p>*Estimate small numbers of objects and check by counting. Have we got enough for everyone?</p> <p>*Recognise zero - when counting and in songs, stories and rhymes, no snack left.</p> <p>*Count sounds, movements and moving things as part of continuous provision.</p> <p>*Solve simple practical problems and respond to "what could we try next?" *Sing number songs and rhymes</p> <p>*Count 1-10 with 1:1 correspondence.</p> <p>*Count sounds, movements, moving things.</p> <p>*Count quietly on fingers and in head</p> <p>*Recognise numerals 1-9 then 0 and 10 then beyond 10</p> <p>*Compare two numbers and say which is more or less</p> <p>*Say a number which lies between two given numbers</p> <p>*Use the vocabulary of adding and subtracting.</p>	<p>*Use iPads and practical resources to record 2D shapes and patterns.</p> <p>*Sort shapes by their properties using a Carroll diagram.</p> <p>*Make shape pictures of bears</p> <p>*Use shapes to make junk and construction models - compare sizes</p> <p>*Match 2D shapes to 3D shape faces.</p> <p>*Discuss favourite porridge toppings and create a pictogram to discuss and analyse the results.</p> <p>*Spatial reasoning Friday gross motor focus using Spatial Reasoning Toolkit.</p>	<p><u>Texts:</u></p> <p>*I know an old lady who swallowed a fly</p> <p>*A Squash and a Squeeze</p> <p>*The Napping House</p> <p>*10 Little Princess/Superheroes/Dinosaurus/Pirates series</p> <p>*Pete the Cat</p> <p>*Ten Black Dots</p> <p>*I Spy Numbers</p> <p>*Mouse Count</p> <p>*Feast for Ten</p> <p>*Press Here</p>
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Foundation Stage Medium Term Planner - Understanding the World

Spring 1 - Traditional Tales

Learning Intentions EYFS Development matters statements	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>*Record regular journeys and familiar locations on simple maps.</p> <p>*Observe living things closely and record through drawing and modelling.</p> <p>*Discuss changes, patterns, similarities and differences in the learning environment.</p> <p>*Find out about the wider world through books, artefacts, pictures and talking to visitors</p> <p>*Develop understanding and use of language of time and chronology through sequencing familiar events and daily routines</p> <p>*Observe changes to the immediate environment as the weather and seasons change.</p> <p>*Explore textures - wet/dry sand, gravel, dough, mud.</p> <p>*Explore modelling and representing through clay, junk, cookery</p> <p>*Use small world and role play to explore other lives and environments</p> <p>*Visit other people and local places of interest</p>	<p>*Review Autumn floor book in order to reflect upon learning and understand the chronology of the children's time in school so far, recording children's comments.</p> <p>*Use visual timetable and class calendar to give children a sense of chronology day by day and week by week.</p> <p>*Share and discuss a family photo of a recent family event.</p> <p>*Explore images from the past (household objects, children, local area).</p> <p>*Study maps and images of school and the local area.</p> <p>*Explore and create own simple maps of places visited, e.g. Hall Hill Farm.</p> <p>*Use Vex123 to create own plans and aerial views.</p> <p>*Find out about bears and compare bears from contrasting environments (brown bear - Europe and North America, polar bear - Arctic).</p> <p>*Use stories to compare and contrast figures from the past.</p> <p>*Plant beans, monitor and maintain their growth.</p> <p>*Discuss ways to look after our Earth through recycling.</p> <p>*Go on local walks to notice and take photos of important buildings and locations in the local area.</p> <p>*Discuss functions of the different buildings in the local area.</p>	<p>Class calendar and weather</p> <p>Visual timetable</p> <p>Local historical photographs</p> <p>Aerial view maps of school and the local area</p> <p>Images of household objects from the past</p> <p>Use Google Earth and Google Images to look at maps</p> <p>CBeebies Let's Celebrate</p> <p>Local walk</p> <p>Vex123 activity day in January.</p> <p><u>Texts:</u> *The Magic Paintbrush *Dragons in the City</p>

<p>Early Learning Goals ELG: Past and Present</p> <ul style="list-style-type: none"> *Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>ELG: People, Culture and Communities</u></p> <ul style="list-style-type: none"> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. <p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> *Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		<ul style="list-style-type: none"> *Use daily weather calendar to identify the weather each day. *Set up experiments within the setting investigating melting and freezing. Make ice lollies/ice cubes and find ways to melt ice by experimenting. *Explore Chinese New Year through a range of activities - food tasting, study of China, Year of the Tiger, Chinese calligraphy. *Taste different foods, identify them and talk about preferences. *Linear calendar established in Autumn term. Continue to embed, using it for mathematical discussion as well as chronology/timeline for History focus. *RE - The Big Frieze - Incarnation *Holy books - the Qu'ran, the Guru Granth Sahib, the Torah. 	<ul style="list-style-type: none"> *The life of a little cardboard box/water bottle *Castles *Brown Bear, Brown Bear What do you see? *The Very Cranky Bear *The Bear Ate Your Sandwich
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Foundation Stage Medium Term Planner – Physical Development

Spring 1 – Traditional tales

Learning Intentions EYFS Development matters statements	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Gross Motor</p> <p>*Explore a range of climbing, balancing and sliding apparatus, wheeled toys and bats and balls, hoops etc in outside area</p> <p>*Join in with P.E lessons that focus on travelling skills (walking, running, hopping, skipping, jumping).</p> <p>*Develop throwing and catching skills through P.E lessons and outdoor play</p> <p>*Move heavy objects around the setting in a confident and safe manner</p> <p>*utilise new climbing frame</p> <p>Fine Motor</p> <p>*Jigsaws of increasing difficulty</p> <p>*Threading beads, reels, pasta, shapes etc.</p> <p>*Dressing up and putting on coats</p> <p>*Make collages/ models using tools including scissors, glue, tape</p> <p>*Use woodwork tools with support</p> <p>*Use paintbrushes and mark makers</p> <p>*Use sand and water resources with precision</p>	<p>*Explore ways of travelling around obstacle courses in different directions body parts (feet only, hands/ feet)</p> <p>*Wake up shake up for daily morning exercise and explore changes in bodies afterwards</p> <p>*Daily playdough disco sessions</p> <p>*Daily Squiggle Whilst You Wiggle sessions for identified children to develop gross motor skills.</p> <p>*Daily supported name write to encourage correct pencil grasp and independence in identifying and writing name</p> <p>*Parachute games for upper body strength</p> <p>*Sticky Kids song sessions</p> <p>*Regular yoga for mindfulness and physical development</p> <p>*Forest school – den building, rope swing, rope ladder, moving objects, walking up and down slopes, carrying objects whilst walking.</p> <p>*Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc.</p> <p>*Introduce monkey bars and climbing apparatus in halls for developing upper body strength and future impact upon fine motor skills.</p> <p>*Funky Fingers packs – led by students daily.</p>	<p>Bikes, trikes and scooters</p> <p>Large hall PE equipment – climbing frame, horses, balancing beams</p> <p>Obstacle course equipment – wooden beams, wooden stepping stones, crates, planks of wood, large cable reels.</p> <p>Circus equipment – hoops, balance beams, skipping ropes, walking cans, space hoppers, disco hoppers</p> <p>Forest – pegs, tarpaulin, rope</p> <p>Jasmine REAL PE</p> <p>EYFS Multisports Festival TBC</p> <p>EYFS Gym Festival TBC</p>

<p>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.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes,</p> <p>Early Learning Goals <u>ELG: Gross Motor Skills</u> *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u> *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases *Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing.</p>	<p>*Use computer keyboard and mouse</p> <p>*Model with dough, clay, plasticine, rolling pins, cutters etc</p> <p>*Explore textures- gravel, talc, dough</p> <p>*Use cutlery independently at lunchtimes</p> <p>Health *Handwashing support</p> <p>*Making sensible choices at lunch time with regards to healthy eating</p>	<p>*Make plates of dough food (healthy and unhealthy) and use real cutlery to cut them up appropriately</p> <p>*Sort foods/ menus into collections of healthy and unhealthy food and display as pictogram</p> <p>*Design and make posters concerning personal hygiene routines (teeth brushing, hand washing)</p> <p>*Make a class book about things that help us to grow healthy (sleep, food, water) and things that don't (smoking, sweets)</p> <p>*Talk about effect of exercise after P.E or outside play - perspiration, racing heart beat, heavy breathing, tiredness</p> <p>*Model correct use of a range of transport equipment - wheelbarrows, trikes, two wheel balance bikes, hoppers.</p> <p>*Daily modelled letter formation taught alongside daily phonic sound. Additional formation activities in afternoons.</p> <p>*Oral Health Team visit</p>	
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Foundation Stage Medium Term Planner -Expressive Arts and Design

Spring 1 - Traditional tales

Learning Intentions EYFS Development matters statements	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Early Learning Goals <u>ELG: Creating with Materials</u> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG: Being Imaginative and Expressive</u></p>	<p>*Collage with different fabrics, papers, foods and materials</p> <p>*Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</p> <p>*Printing with string, shapes, food, leaves, blocks</p> <p>*Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</p> <p>*Modelling with junk, clay, dough, construction, wood</p> <p>*Look at paintings and other forms of art and discuss content and style</p> <p>*Recreate and make up new characters and stories through imaginative and small world play</p> <p>*Make music through singing, body percussion, classroom objects and musical instruments</p> <p>*Listen to a wide range of music from around the world and from different times</p>	<p>*Create own songs with musical instruments.</p> <p>*Charanga music programme fortnightly.</p> <p>*Design and create objects linked to traditional tales using junk materials, e.g. three bears cottage.</p> <p>*Design and create posters recommending healthy lifestyles e.g. brush your teeth, wash your hands</p> <p>*Draw and paint characters and events from traditional tales.</p> <p>*Role play Goldilocks and the Three Bears</p> <p>*Role play Jack and the Beanstalk</p> <p>*Create own puppets and puppet shows to retell stories.</p> <p>*Look at artist Mondrian and create representations of his work.</p> <p>* Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder paints, finger paints.</p> <p>*Explore colour mixing and primary colours</p>	<p>*Traditional storyteller to come into school</p> <p>*Creative cupboard - tools, materials etc</p> <p>*Musical instruments and create a music wall</p> <p>*Outdoor paint/colour mixing station</p> <p><u>Texts:</u> *Luna Loves Art *Mix It Up by Herve Tullet *Mouse Paint by Ellen Stoll Walsh *The Day The Crayons Quit by Oliver Jeffers</p> <p>b</p>

<p>*Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>*Sing a range of well-known nursery rhymes and songs</p> <p>*Perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music</p>	<p>*Respond to music through painting, drawing and writing</p> <p>*Dance to a range of music from around the world and from different times</p>		
<p>Career Links</p> <p>Interview a selection of skilled workers to identify possible careers in the future</p> <p>Caretaker- Neil</p> <p>Carpenter - Tom Mulholland ?</p> <p>Cooks - Claudia and Nicola</p>			