

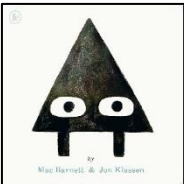
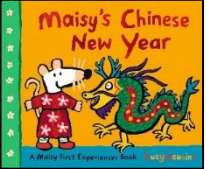
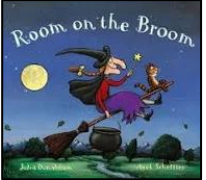


Foundation Stage 1 Medium Term Plan

Spring Term 3

Weeks	Core books & rhymes	Skills and Activities	Home support ideas
1-3	  <p><i>Good Morning</i> <i>Good afternoon</i> <i>Make a Circle</i> <i>3 Little Men in a Flying Saucer</i></p>	<p>I can find myself on my self-registration card – Starting to know the initial sound in my name.</p> <p>I can sing a song – Joining in with the 3 Little Men in a Flying Saucer song and also the Make a Circle song at snack time.</p> <p>I can make marks and try drawing a circle – Using crayons, pencils and paint, have a go at forming circles of varying sizes.</p> <p>I can manage my belongings – Carrying my own bags/putting away my water bottle/hanging up my coat on my peg/being able to put on my own coat using the ‘flip trick’ if necessary.</p> <p>I can use new vocabulary – Talking about circles and other shapes that I know. Using words such as round, straight, curved, corners, sides. Talk about the different shapes that we see of the moon in the sky.</p> <p>I can act out scenarios from my life at home – Start to use conversation in my role play, in the home corner and dressing up.</p> <p>I can manage my toileting independently – Using the toilet at Nursery on my own and know how to flush the toilet and wash my hands, knowing why we need to be hygienic.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> • identify their written name. • find and sing along with 3 Little Men in a Flying Saucer on YouTube. • draw and cut out circles on different surfaces and papers. • practise getting dressed independently. • look at the key vocabulary and talk about it with you. • talk about where you have been and what you have been doing at home. • hear the Gingerbread Man story and other traditional tales that you read to them.
4	 <p><i>Good Morning</i> <i>Good afternoon</i> <i>Make a Circle</i> <i>It is a Triangle</i></p>	<p>I can join in with simple songs – Sing the ‘It is a Triangle’ song.</p> <p>I can respond to a greeting – I can choose a ‘hello’, high 5 or a smile.</p> <p>I know which day is a school day – Repeat the days of the week on the class calendar and attempt to predict the current day.</p> <p>I can handle a book - Choose a book from the Foundation Stage library, hold it and be able to turn the pages in the correct direction.</p> <p>I can use vocabulary about my learning – Triangles, three, corners, sides, monster and dragon.</p> <p>Sort objects that are the same – Join in with Squawk in sorting circles and triangles.</p> <p>Remember where objects belong – Join in with sorting the toys in Nursery, particularly at Tidy Up time, understanding that it is a shared activity.</p> <p>Experiment with the sounds that instruments make – Using triangles, drums and tambourines, talk about the differences in sounds.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> • sing the ‘It is a triangle’ song at home. • talk about the greetings board and how you would like to welcome the adults at Nursery. • share books and talk about how to turn the pages. • look for triangles when you are out and about. • share their library book at home and say what they liked about it. • talk about what we enjoyed at school today. • help to tidy up and sort out toys and objects at home.
	<p>Traditional Tales – The Gingerbread Man</p>		
	<p>Triangles</p>		

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<p>5/6</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Room On The Broom</p>	<div style="display: flex; flex-direction: column; align-items: center;">   </div> <p style="margin-top: 20px;"> <i>Good Morning</i> <i>Good Afternoon</i> <i>Lunar New Year song</i> </p>	<p>Independently offers a turn to another child – Be able to share a toy when we are independently choosing our learning.</p> <p>Have a go at asking simple questions – Spontaneously ask a question that relates to our current learning.</p> <p>Express thoughts and emotions through words and facial expressions – In response to a story, explain how we feel about ourselves.</p> <p>Talk about events that are important to me and to others - Talk about the events that we celebrate in our families and if any of us celebrate the same things.</p> <p>Have a go at subitising a collection of up to 5 objects – Look without counting a collection of up to 5 objects and be able to say how many there are.</p> <p>To be able to choose colour and texture when making pictures and collages – Choose different papers and cards to make pictures for Lunar New Year.</p> <p>I can listen to the story Room on the Broom – I can talk about the book.</p> <p>I talk about the characters – The witch, dog, cat, frog, dragon etc.</p> <p>I can respond to a repeated rhyme - I can join in with ‘I am a witch....’</p> <p>I can handle a book - Choose a book from the Foundation Stage library, hold it and be able to turn the pages in the correct direction.</p> <p>I can use vocabulary about my learning – Witch, dragon, broomstick, cauldron.</p> <p>I can sequence the story – Using pictures to sequence the story.</p> <p>Remember where objects belong – Join in with sorting the toys in Nursery, particularly at Tidy Up time, understanding that it is a shared activity.</p> <p>Experiment with the sounds that instruments make – Using triangles, drums and tambourines, talk about the differences in sounds. Also using the Gathering Drum.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> • talk about how we take turns and share. • talk about what questions are, using words such as Why? How? What? • talk about special family events. • practise asking questions about their day and reinforce the idea about really listening to each other. Talk about how we look at each other when we are REALLY listening. • say how many objects there are in a collection of up to 5, without counting. This is called subitising. • share and talk about favourite books. • share Room on the Broom and other Julia Donaldson books. • discuss characters and settings. • sequence and predict. • sing our rhymes from Rocket Phonics. • visit the local library.
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Foundation Stage 1 Medium Term Plan

CL	PSED	PD	Literacy	Maths	UW	EAD
<p>Listen and enjoy rhythmic patterns in rhymes and stories.</p> <p>Understands and follows routine events.</p> <p>Respond to a given choice using preferred method of communication.</p> <p>Copies familiar expressions.</p> <p>To talk about people and things that are not present.</p>	<p>Enjoy playing alongside other children.</p> <p>Show empathy by offering comfort that others would find comforting.</p> <p>Begin to use <i>me, I</i> and <i>you</i> in their talk.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Be able to use the toilet independently.</p> <p>React in response to emotions.</p> <p>To talk about dreams, wishes and goals.</p> <p>Reflect on what we are good at.</p>	<p>Be able to use our bodies in a range of ways: sitting, walking, running, jumping, skipping and hopping.</p> <p>Fit ourselves in to spaces such as tunnels, dens and large boxes.</p> <p>Build independently using a range of resources.</p> <p>Start to use different tools such as pencils, paintbrushes and scissors.</p>	<p>Tune in to songs and rhymes.</p> <p>Sing songs and say rhymes.</p> <p>Have favourite books.</p> <p>Be able to handle a book.</p> <p>Develop play around favourite stories.</p> <p>Enjoy drawing freely.</p> <p>Add some marks that carry meaning to their drawings.</p> <p>Be able to retell the Gingerbread Man story.</p> <p>Explore repetitive phrases.</p> <p>Retell the story of Room on the Broom.</p> <p>Recall our phonics.</p> <p>Have a go at making our name with tiles.</p> <p>Have a go at writing our name when ready.</p>	<p>Take part in finger rhymes with numbers.</p> <p>React to changes in a group of up to 3 objects.</p> <p>Count in everyday contexts of up to 5.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Be able to subitise a collection of objects up to 5.</p>	<p>Explore and respond to natural phenomena in our immediate environment.</p> <p>Be curious about people and show an interest in stories.</p> <p>Make connections between features of our family and other families.</p> <p>Remember where objects belong.</p> <p>Experiment with toys that have buttons, flaps and switches.</p>	<p>Explore our voices and the different sounds that they make.</p> <p>Join in with some songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Enjoy and take part in action songs.</p> <p>Start to develop pretend play.</p> <p>Explore different materials using all of our senses to investigate them.</p> <p>Using creative techniques to make pictures/cards and gifts for seasonal celebrations.</p> <p>Colour mix brown for the Gingerbread Man.</p> <p>Explore cutting for broom bristles.</p>
Vocabulary	<p>hello, hi, goodbye, please, thank you, help, sorry, friends, sharing, take turns, who? when? how? what? why? adult, girl, boy, he, she, bag, peg, water bottle, fruit, snack, toilet, coat, story book, door, window, home time, choose, learning, inside, outside, subitise, circle, semi-circle, crescent, square, triangle, rectangle, start, stop, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, One, two, three, four, five, hands, fingers, thumbs, pencil, toys, learning, morning, afternoon, night, day, breakfast, lunch, dinner, same, different, moon, lunar new year, sorting, tidying, sides, corners, big, small, dragon, gingerbread, tale, old man, old lady, fox, river, trick.</p>					