
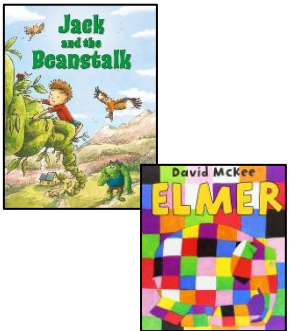
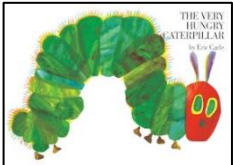
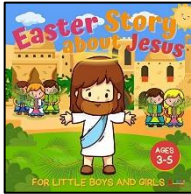


# Foundation Stage 1 Medium Term Plan

## Spring Term 4

Weeks	Core books & rhymes	Skills and Activities	Home support ideas
1/2	 <p><i>Good Morning</i> <i>Good afternoon</i> <i>Make a Circle</i> <i>Alice the Camel</i> <i>Sing a Song of Sixpence</i></p>	<p><b>I can find myself on my self-registration card</b> – Starting to know the initial sound in my name.</p> <p><b>I can sing a song</b> – Joining in with the Alice the Camel/Sing a Song of Sixpence songs and the Make a Circle song at snack time.</p> <p><b>I can make marks and try drawing a circle</b> – Using crayons, pencils and paint, I can have a go at making zig zag and wavy lines on different surfaces.</p> <p><b>I can manage my belongings</b> – 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><b>I can use new vocabulary</b> – Talking about different farm animals and the houses in the Three Little Pigs story.</p> <p><b>I can act out scenarios from my life at home</b> – Starting to use conversation in my role play, in the home corner and dressing up.</p> <p><b>I can manage my toileting independently</b> – Using the toilet at Nursery on my own and knowing how to flush the toilet and wash my hands, understanding in simple terms why we need to be hygienic.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> <li>• identify their written name.</li> <li>• find and sing along with Alice the Camel/Sing a Song of Sixpence on YouTube.</li> <li>• draw the houses that the Three Little Pigs lived in.</li> <li>• practise getting dressed independently.</li> <li>• look at the key vocabulary and talk about it with you.</li> <li>• talk about where you have been and what you have been doing at home and if there have been any special occasions.</li> </ul>
3/4	 <p><i>Good Morning</i> <i>Good afternoon</i> <i>Wibbly Wobbly Woo</i> <i>Build it Up, Build it Up</i></p>	<p><b>I can join in with simple songs</b> – The Build it Up and Wibbly Wobbly Woo songs.</p> <p><b>I can respond to a greeting</b> – I can choose a hello, high 5 or a smile.</p> <p><b>I know which day is a school day</b> – I can repeat the days of the week on the class calendar and attempt to predict the current day.</p> <p><b>I can handle a book</b> - Choose a book from the Foundation Stage library, hold it and be able to turn the pages in the correct direction and also take part in World Book Day activities about the Elmer books.</p> <p><b>I can use vocabulary about my learning</b> – Talk about the vocabulary words.</p> <p><b>I can count out objects up to 5</b> – Use 1-2-1 correspondence to count.</p> <p><b>Remember where objects belong</b> – Join in with sorting the toys in Nursery, particularly at Tidy-up time, understanding that it is a shared activity.</p> <p><b>Experiment with the sounds that instruments make</b> – Using triangles, drums and tambourines, talk about the differences in sounds.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> <li>• talk about the greetings board and how you would like to welcome the adults at Nursery.</li> <li>• share books and talk about how to turn the pages.</li> <li>• find the Elmer story on YouTube or at the local library and share it together.</li> <li>• talk about how things grow from seeds into plants.</li> <li>• share their library book at home and say what they liked about it.</li> <li>• talk about what we enjoyed at school today.</li> <li>• help to tidy up and sort out toys and objects at home.</li> <li>• sing the Wibbly Wobbly Woo song at home.</li> </ul>

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<b>5/6</b>	 	<p><b>Independently offers a turn to another child</b> – Be able to share a toy when we are independently choosing our learning.</p> <p><b>Have a go at asking simple questions</b> – Spontaneously ask a question that relates to our current learning.</p> <p><b>Express thoughts and emotions through words and facial expressions</b> – In response to our Wellbeing Week, talk about how we feel.</p> <p><b>Talk about events that are important to us and to others</b> - Talk about the events that we celebrate in our families and if any of us celebrate the same things in relation to Easter and Eid.</p> <p><b>Have a go at finding things that are longer and shorter than each other</b> – Look at objects around us and say if they are long or short.</p> <p><b>To be able to choose colour and texture when making pictures and collages</b> – Choose different papers and cards to make pictures and collages for Easter.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> <li>• talk about how we take turns and share.</li> <li>• talk about what questions are, using words such as <i>why, how, what</i>.</li> <li>• talk about special family events.</li> <li>• 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.</li> <li>• say whether something is long or short, tall or small.</li> <li>• talk about what ‘wellbeing’ means to you as a family and what we do to help us feel good each day. Think of something that has made you feel happy or special.</li> </ul>
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**Traditional Tales**

*Good Morning*  
*Good Afternoon*  
*I Had a Tiny Turtle*  
*Wash Your Dirty Hands*

CL	PSED	PD	Literacy	Maths	UW	EAD
<p>Listen to and enjoy rhythmic patterns in rhymes and stories.</p> <p>Understand and follow routine events.</p> <p>Respond to a given choice using preferred method of communication.</p> <p>Copy familiar expressions.</p> <p>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 and use calming techniques when annoyed or upset.</p> <p>Be able to use the toilet independently.</p> <p>React in response to emotions.</p> <p>Talk about how we do things to stay healthy and well.</p> <p>Reflect on what we are good at.</p>	<p>Be able to use our bodies in a range of ways: <i>sitting, walking, running, jumping, skipping</i> and <i>hopping</i>.</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, and be able to talk about what it is that we like about them.</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 our drawings.</p>	<p>Take part in finger rhymes with numbers.</p> <p>React to changes in a group of up to 5 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>Be able to use vocabulary such as taller and shorter.</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>Use creative techniques to make pictures/cards and gifts for seasonal celebrations.</p>

## Foundation Stage 1 Medium Term Plan

### Vocabulary

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, five, pentagon, tall, short, long, 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, sorting, tidying, sides, pigs, beanstalk, straw, sticks, book, bricks, mother, father, new life, chicks, caterpillar, butterfly, eggs, red nose, wellbeing, onesie, Easter.