

Foundation Stage Medium Term Plan Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English F2	<p>Listening to trad tales: sequencing and role play</p> <p>Identifying own name</p>	<p>Answering questions about trad tales</p> <p>Writing own name</p> <p>Blending CVC words</p>	<p>Listening to rhymes</p> <p>Writing own name</p> <p>Writing CVC words/ labels</p>	<p>Joining in with rhymes</p> <p>Writing CVC words and labels connected to story</p>	<p>Explore non fiction texts</p> <p>Answer how and why questions</p> <p>Labels/ sentence of 2 or three words – finger spaces</p>	<p>Explore non fiction texts</p> <p>Answer how and why questions</p> <p>Labels/ sentence of 2 or three words – finger spaces</p>	<p>Traction Man – extending narrative in their play</p> <p>Using new vocab</p> <p>Labels</p>	<p>Toys from the Past JC Unit</p>
Maths F2	<p>Get to know you week / Rules and routines Reception Baseline Assessments / assessing skills from pre-school – are they accurate?</p>	<p><b>Just Like Me unit</b></p> <p>Matching patterns</p> <p>Matching quantities</p> <p>Matching shape /size</p> <p>Matching shapes, lengths</p>	<p><b>Just Like Me unit</b></p> <p>Sorting</p> <p>Matching and sorting</p>	<p><b>Just Like Me unit</b></p> <p>Comparing quantities</p> <p>Understand more less equal</p>	<p><b>Just Like Me unit</b></p> <p>Simple repeating patterns AB AB</p>	<p><b>It's me 1 2 3 Unit</b></p> <p><b>Representing 1, 2, 3</b></p> <p>Subitising</p> <p>Making collections</p> <p>Counting</p> <p><b>Comparing 1, 2, 3</b></p> <p>More</p> <p>Less</p>	<p><b>It's me 1 2 3 Unit</b></p> <p><b>Composition 1, 2, 3</b></p> <p>Number bonds To 3</p>	<p>Consolidation week</p>

						equal		
<b>UTW- Science focus Healthy Me</b>	Initial assessment of understanding about how to keep healthy – what do they know  Teeth brushing also needs to be covered	Labelling parts of the body  What do our brains do ?  How do we get to sleep ?	What do our hearts and lungs do ?  What happens to us when we exercise ?  Working together to make an obstacle course	Working together to make a protective helmet for Egg – exploring materials, taking turns, sharing ideas	Healthy eating What is healthy and what is not  Making a fruit kebab	Looking at how seasons change, what is growing in autumn – apples and blackberries  Observational drawing / painting with natural dye	Looking at hibernating animals – filling the hedgehog house, filling bird feeders – observing seasonal changes	Sorting materials by using our senses
<b>UTW – History focus Toys from the past</b>	What is the past ?	Share pictures of them as babies – how have they changed	Toy boxes / trip	What is your home like  What are other homes like around the world	Old toys and new toys	Talk about different members of their family	Comparing past and present through photographs – homes, schools, shops	What is Bonfire Night
Computing	This is not part of the EYFS curriculum – children will spend the time in Continuous Provision							

<p><b>UTW- RE</b> <i>Understanding some differences between religious communities through stories</i></p>	<p>INSET</p>	<p><b>Who is Muslim and how do they live</b> What really matters? Exploring what is important in the children's lives.</p> <p>EYFS: Cut out hearts and draw important things in each one - make a collage</p>	<p>GOD: what does this word mean? What is invisible and what shows it is there? Understand that Muslims call God Allah Think about where they might 'find' God.</p> <p>EYFS: Choose pictures of places where they might find God and say why. Draw their own place for God.</p>	<p>The importance of Allah in the lives of Muslims. Recognise the words of the shahadah.</p> <p>EYFS: Talk about the meaning of the words and illustrate them in different ways.</p>	<p>What do Muslims think about God? The 99 names for Allah. Look at Islamic art showing the 99 names.</p> <p>EYFS: Look at patterns in Islamic art and create their own repeating patterns</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims? Introduce the idea of leadership and Mohammed as a leader of his people.</p> <p>EYFS: Story of the revelation of Quran – know some religious words</p>	<p>Explore stories about the prophet Mohammed. Why are these important to Muslims? What do the stories tell us about Mohammed?</p> <p>EYFS: What stories are special to you?</p>	<p><b>Understand that Christians believe that Jesus was the son of God.</b> Explore stories of characters who are 'disguised' – use 'The Frog Prince'. What clues are there that he is not what he seems? Can they think of other stories like this? Look at pictures of the infant Jesus. Consider the way that he looks like an ordinary child. Explain that Christians believe that Jesus is God and that he was born as a human. How would they prepare a room for the son of God? Compare with the stable and (extension) consider why Jesus was born poor.</p>
<p>DT Puppets</p>	<p><b>Puppets DT</b> Examining different types of</p>	<p>Threading a running stitch using pen boards</p>	<p>Join two pieces of binca with a running stitch</p>	<p>Investigate ways to decorate to make</p>	<p>Making a card puppet with split pins</p>	<p>Thinking about a puppet design (</p>	<p>Production and evaluation</p>	<p><b>Art : Colour Splash</b>  Kapow Lesson 1</p>

	<p>puppet – link to Toys from the past</p> <p>Watch puppet show</p>		<p>OR join with fabric glue</p>	<p>the puppet look scary, funny, fierce</p> <p>Mr Potato Head card puppet on a lolly stick</p> <p>ALLOWANCE– pre cut pieces to glue on</p>	<p>OR– simple cut around character and glue on a lolly stick</p>	<p>Stick puppet with split pin arms and legs)</p> <p>OR – choose own animal, cut and stick onto a lolly stick</p>		
<p>Music Musical Me</p>	<p>‘One a Man fell in a well’ Sing and play an instrument.</p> <p>EYFS: Join in with singing</p>	<p>Dynamics and timbre</p> <p>EYFS: Can they play loudly and quietly</p>	<p>Melody</p> <p>KS1: Understand what melody is. Map out high and low sounds</p> <p>EYFS: Explore pitched instruments and talk about the different sounds</p>	<p>Melody</p> <p>KS1: use musical notation to play a melody</p> <p>EYFS: Explore instruments further and select instruments to represent</p>	<p>My own melody</p> <p>KS1: Create and record their own melodies</p> <p>EYFS: Make up and repeat a simple sequence of notes.</p>	<p>Group composition – using timbre and dynamics</p> <p>EYFS: Join in with a group to make music</p>	<p><b>Traditional Western Stories</b></p> <p>Listen to and analyse an orchestral version of a traditional story (The Three Bears)</p> <p>EYFS – Talk about how the music makes them feel – happy/scary/parts of the music.</p>	<p>Listen and respond to film music – The Snow Queen.</p> <p>EYFS – listen with increasing concentration and talk about different parts of the music.</p>

