

FOUNDATION STAGE RECEPTION MID-TERMLY PLANNING SHEET: **Settling In** - AUTUMN TERM 1

THE UNIQUE CHILD (OBSERVING HOW A CHILD IS LEARNING)

POSITIVE RELATIONSHIPS (TEACHING AND PROVISION)

<p>CHARACTERISTICS OF EFFECTIVE LEARNING: CEL</p> <p>PLAYING AND EXPLORING-<i>engagement</i> <u>Finding out & exploring</u></p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around • Engaging in open-ended activity • Showing particular interests <p>ACTIVE LEARNING-<i>motivation</i> <u>Being involved and concentrating</u></p> <ul style="list-style-type: none"> • Maintaining focus on <i>their</i> activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>CREATING AND THINKING CRITICALLY-<i>thinking</i> <u>Having their own ideas</u></p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things 	<ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children's ideas. • Support children to choose their activities – what they want to do and how they will do it. • Stimulate children's interest through shared attention, and calm over-stimulated children. • Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn etc.</i> • Model being a thinker, showing that you don't always know, but can think and find out. • Encourage open-ended thinking: <i>What else</i> is possible? • Respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Model talking aloud as it helps children to think & control what they do. • Give them time to talk & think. • Value questions & possible responses
<p>PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT - PSED</p> <p>MR Initiates conversations, attends to & takes account of what others say 40-60</p> <p>SCSAC Can describe self in positive terms & talk about abilities.40-60</p> <p>MFB Aware of the boundaries set & of behavioural expectations in the setting 40-60</p> <p>Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them.</p>	<ul style="list-style-type: none"> • Choose books & puppets to help children explore their ideas about friends & friendship. Talk about feelings, e.g. someone saying 'You can't play'. • Encourage parent/carer to leave at beginning of the session. • Provide opportunities for children to reflect on successes, achievements & their own gifts & talents. Teach children independent self care & hygiene; practice & praise tidying up. • Establish class routines & rules; set up monitors/ helpers; use visual time tables & carpet rules. • Talk about fair and unfair situations, children's feelings • about fairness & how we can make things fair. Plan small circle times when children can explore different feelings.
<p>PHYSICAL DEVELOPMENT- PD</p> <p>M&H</p> <p>Uses simple tools, objects, construction and malleable materials safely and with increasing control. Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand.40-60</p> <p>H&SC</p> <p>Usually clean and dry during the day. Shows the understanding of the need for safety when tackling new challenges, and considers and manages some risks</p> <p>Eats a range of healthy range of food stuffs and understands need for variety in food.40-60</p>	<ul style="list-style-type: none"> • Provide free access of scissors to cut paper, tape and other material. • Free and guided use of large and small pencils pens, chalks, pastels and brushes. • Work with manipulative materials, developing skills of chopping, rolling squeezing etc. • Have free access to a variety of construction toys for building and moving. • Provide games and other opportunities in hall and playground with apparatus and wheeled toys and balls etc. for exploring movement and negotiating space. • Show children correct and safe use of in- and outdoor toys and equipment. • Encourage children to use washrooms independently and confidently. • Practice un/dressing-, computer mouse- and tool skills. • Encourage children to make appropriate food choices at lunchtimes and promote the eating of fruit and vegetables at 'fruit times'. Make fresh water available in the classrooms
<p><i>Throughout this half term we will be assessing where each child is at in their learning through a series of observations, photos and conversations. This will help us in turn to plan appropriate provision, teaching and support to develop the children's progress.</i></p>	

<p>CLLD LANGUAGE FOR COMMUNICATION LA- Maintains attention, concentrates and sits quietly during appropriate activity.40-60 U- Responds to instructions involving a two-part sequence Listens and responds to ideas expressed by others in conversation or discussion.40-60 S- Introduces a storyline or narrative into their play. Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. 40-60</p>	<ul style="list-style-type: none"> Choose stories with repeated refrains, dances & action songs including those that require replies/ turn-taking Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear e.g. long, short, high, low. Plan regular short periods when individuals listen to others, e.g. singing a song, sharing an experience or describing something. Show children how to use language for negotiating, by saying “<i>May I...?</i>”, “<i>Would it be all right...?</i>”, “<i>I think that...</i>” and “<i>Will you...?</i>” in your interactions with them. Support children’s growing ability to express a wide range of feelings orally & talk about their own experiences. Encourage conversation with others & demonstrate appropriate conventions: turn-taking, waiting, listening to others & using expressions. Use stories to focus children’s attention on predictions & explanations, e.g. “<i>Why did the boat tip over?</i>” <i>Helicopter stories – acting out stories and encouraging children to orally create their own (practitioner to scribe)</i>
<p>LITERACY R : Continues a rhyming string (also W). Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Hears and says the initial sounds in words 40-60 W: Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Can segment the sounds in simple words & blend them together. Writes own name and such things as labels and captions 40-60</p>	<p>Clap out children’s names and new vocabulary for c to hear the syllables. Use Letters and sounds Phase 1 to gain sound discrimination. Phase 2 phonics starts in Week 5 (see letters and sounds timetable). Read familiar texts and big books regularly, paying attention to directionality and letters. Act out stories as a group. Develop knowledge of environmental print (packaging, labels, signs) Adult to demonstrate text directionality and model book handling skills etc. Use photos of children and families as a prompt for talk with adult scribing where necessary. Introduce L&S sounds and Fred Talk Play Fred Talk, I spy and name games at circle time. Play with Alphabet and relate letters to children’s names. Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. W: Model writing so that children can see spelling in action. Model how to segment the sounds (phonemes) in simple words & show through (air) writing how the sounds are represented by letters (graphemes). * See physical also. Practice writing their name.</p>
<p>MATHS N: Recognises some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10 & beginning to count beyond 10. Counts out up to six objects from a larger group.40-60 SSM Selects a particular named shape. Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’. Uses familiar objects and common shapes to create and recreate patterns & build models. Orders /sequences familiar events. 40-60</p>	<p>Draw attention to where numerals are in and outside the class. Daily class counting; count claps, stamps, jumps etc e.g. in P.E. Warm up. Encourage number language in play (i.e. contextual) Learn number rhymes daily using props e.g. 5 speckled frogs; Little Firemen; Currant Buns; little ducks Peter hammers 10 fat sausages/green bottles; elephants; one man went to mow make deliberate mistakes for c to correct Demonstrate representing how many , then use clipboards for c to do tallying Talk about shapes in and out using every day and mathematical language. Play ‘what shape is a’...? to introduce names and properties of shape. Whole class games using positional language. E.g. ‘Where is teddy?’ Talk about who is in front /behind in the line & whom you are sitting next to. Provide a changing variety of construction toys; observe c’s interests. Refer to visual timetable and talk about what is happening next etc. Show and talk about money and the cost of things.</p>
<p>KNOWLEDGE AND UNDERSTANDING P&C – Enjoys joining in with family customs and routines. 40-60 TW Looks closely at similarities, differences, patterns & change. 40-60 Tech: 40-60: Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Provide large range of resources for children to experience first-hand, e.g. salt, dried foods, soap flakes, corn flour, paint & dyes, sawdust, gravel. Sorting and matching everyday objects during tidy-up time: Introduce and use computer programs and tape recorder headphones. Free construction; make large and small bridges, houses, boats, etc. using a variety of materials. Talk about different cultural and religious occasions as they occur e.g. Rosh Hashanah. Use ICT suite class computers and laptops to practice the Paint program and use Expresso to introduce different themes. Support children to use the mouse and gadgets used in cooking.</p>

EXPRESSIVE ARTS AND DESIGN

EUM&M: Begins to build a repertoire of songs & dances. Explores the different sounds of instruments. Explores what happens when they mix colours.

Experiments to create different textures. Understands that different media can be combined. Constructs with a purpose in mind using a variety of resources 40-60

BI: Creates simple representations of events, people & objects.

Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 40-60

Adult to model play in role play area, (home corner, shop etc) Replicate role play outside. Reenact familiar books, using actions and words to engage and motivate children.

Provide resources for mixing colours, joining things together & combining materials; support by modelling.

Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to.

Make display backgrounds; id boards, Introduce and explore percussion instruments regularly.

Play world music; build up repertoire of familiar songs. Portraits using a range of media.

First drawings of children and family, school, 1st painting. Extend children's experience and expand their imagination through the provision of pictures, paintings,

poems, music, dance and story. Provide curtains & dressing-up materials & instruments .