

FOUNDATION STAGE RECEPTION MID-TERMLY PLANNING SHEET: **Day and night** AUTUMN TERM 2

IN ORDER TO BETTER PLAN PROVISION TO ENHANCE THE CHILDRENS LEARNING. ALL CHILDREN WILL BE MONITORED THROUGH A SERIES OF OBSERVATIONS, APPROPRIATE CHALLENGES AND SUPPORT WILL BE PROVIDED BASED ON THESE OBSERVATIONS. 4 FOCUS CHILDREN IN EACH CLASS EVERY WEEK.

A Unique Child

Positive Relationships/Enabling environments

<p>Characteristics of effective Learning: Active Learning Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Paying attention to details • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<ul style="list-style-type: none"> • 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. <p>Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes.</p> <ul style="list-style-type: none"> • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Encourage children to learn together and from each other. • Children develop their own motivations when you give reasons and talk about learning, rather than just directing • Ensure children have uninterrupted time to play and explore. Make sure resources are relevant to children's interests.
<p>PSED</p> <p>MR – Takes steps to resolve conflicts with other children, e.g. finding a compromise 40-60+</p> <p>MFB – Understand that own actions affect other people 40-60+</p> <p>MFB – Have an awareness of the boundaries set and behavioural expectations in the setting. 40-60</p> <p>SCSA – Can describe self in positive terms and talk about abilities 40-60+</p> <p>SCSA – Confident to speak to others about own needs, wants, interests and opinions. (40-60)</p>	<p>Adults to model appropriate language to help solve conflict.</p> <p>Adults to model appropriate behaviour in role play area, construction area and when playing turn taking games.</p> <p>Reinforce class/school rules</p> <p>Tidy up time – start on carpet and have music or countdown to tidy up to.</p> <p>Read Angry Arthur, Billy Grump, Farmer Duck, Willy and Hugh, Giraffes Can't Dance, play clapping games.</p> <p>Introduce Parrot 'Respectful Communicator' and new essential skills character.</p> <p>Small group interventions (Social Skills)</p>
<p>PHYSICAL DEVELOPMENT</p> <p>MH- Handles tools, objects, construction and malleable materials safely and with increasing control 40-60+</p> <p>MH – Begins to use anticlockwise movements and retrace vertical lines 40-60+</p> <p>MH – Begins to form recognisable letters 40-60+</p> <p>MH – Experiments with different ways of moving 40-60+</p> <p>HSC – Understands that equipment and tools have to be used safely</p> <p>HSC– Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 40-60+</p> <p>Eats a range of healthy food stuffs etc/link to PSHE</p>	<p>Cooking: cutting and chopping experiences (see UTW)</p> <p>Provide regular experiences of plasticine, clay, foam and gloop.</p> <p>Coat and shoe fastening sessions showing techniques to aid these skills e.g. making sure sleeves are outside the coat before starting, that shoes are undone before trying to put them back on.</p> <p>Make 'I can put on my coat chart'</p> <p>PE – dance with Kyle</p> <p>Indoor PE Ball skills; balance; dance. Bean bags with targets. Ball, large and small.</p> <p>Bring in PE kit start changing for indoor sessions.</p> <p>Introduce skipping games, stuck in the mud grandma's footsteps, peep behind the curtain etc</p> <p>Balance bikes</p>
<p>COMMUNICATION AND LANGUAGE</p> <p>LA- Maintains attention, concentrates and sits quietly during appropriate activity 40-60+</p> <p>LA – Two-channelled attention – can listen and do for a short span 40-60+</p> <p>U – Responds to instructions using a two-part sequence 40-60+</p> <p>U – Listens and responds to ideas expressed by others in conversation or discussion 40-60+</p> <p>S – Extends vocabulary, especially by grouping and naming, exploring the meaning and sound of new words 40-60+</p> <p>S – Uses language to imagine and recreate roles and experiences in play situations 40-60+</p>	<p>Act out stories as a group</p> <p>Develop knowledge of environmental writing (packaging, labels, signs)</p> <p>Vocab based on children's' experiences e.g. Firework words and Model making language – improve, change, different etc. Model turn taking in conversations.</p> <p>Carry on Phase Two L&S listening.</p> <p>Themed role-play e.g. Doctors, vets, shape shop etc with related vocabulary/word bank. Shared writing sessions.</p> <p>Introduce Helicopter Stories, encouraging children to think of story language.</p> <p>Introduce Parrot 'Respectful Communicator' and new essential skills character.</p>
<p>LITERACY</p> <p>READING</p> <p>R- Hears and says the initial sounds in words 40-60+</p> <p>R – Can segment the sounds in simple words and blend them together and knows which letters represent some of them 40-60+</p> <p>R- Begins to read words... 40-60+</p> <p>WRITING</p> <p>W - Links sounds to letters naming and sounding the letters of the alphabet 40-60+.</p> <p>W - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence 40-60+</p>	<p>Phase 2 & 3 phonic sounds (L&S) and blending & segmenting games. Ensure Alien words are taught alongside hfw.</p> <p>Adult demonstrate text directionality and model book handling skills etc</p> <p>Read familiar texts and big books regularly.</p> <p>Begin guided reading</p> <p>Provide explicit sessions to model sound or name.</p> <p>Developmental mark – making /pencil grip sessions/name writing - White boards & pens, Nelson's letter formation, flour writing etc</p> <p>Shared writing sessions</p> <p>Bringing in favourite bedtime stories.</p>

<p>MATHEMATICS N – Counts objects to 10, and beginning to count beyond 10 40-60+ N- Selects the correct numeral to represent 1-5, then 1-10 objects 40-60+. N – records using marks that they can interpret and explain. N - Finds one more or one less from a group of up to 5 objects, then 10 objects 40-60+ SSM – Beginning to use mathematical names for solid 3d shapes... 40-60+ SSM – Uses familiar objects and common shapes to create and recreate patterns and build models 40-60+ SSM – Orders and sequences familiar events 40-60+</p>	<p>Daily discussion of 'how many' e.g. 3 at the sand, 4 in the role play area encourage c to count before joining an activity. Play games with counting/sorting resources, Use of large number tiles for ordering numerals to 15(+) with a group of children. (1 more 1 less) Daily class counting (number of children in class, number having school dinner etc) Revise 2d shapes and introduce 3d shapes and their properties. Junk modelling giving children opportunities to talk about their models and shapes in the environment Make a model out of construction e.g. Lego, with a given number of pieces – 10/20 Sequence the day – linked to visual timetable, create a sequence of typical day to night. Symmetry & ordering: paint/ make Menorahs for Chanukah and rockets Sing Five Currant Buns... using 1p coins, 10 fireworks,10 green bottles with numbered bottles, play shop</p>
<p>UNDERSTANDING OF THE WORLD PC – Enjoys joining in with family customs and routines 40-60+ TW – Looks closely at similarities, differences and change 40-60+ T- Complete a simple programme on a computer 40-60+ T- Uses ICT hardware to interact with age appropriate computer software 40-60+</p>	<p>Celebrations linked to different cultures. E.g. Diwali, Halloween, Bonfire night, Chanukah, School 'Joy Day 6th December. Christmas. Talk about and celebrate. Give out Christmas card designs/orders. Cooking: chopping, mixing, pouring (PD) Discuss change in cooking and seasons, texture/colour/heat – link to celebration food and night time drinks. Pyjama party Visit Organic Garden, Science Pod, Wildlife Garden. Explore light and dark in nature and with tools – making dens/tents and using torches/light box. Arrange visits - possible guide dogs/police/farm.</p>
<p>EXPRESSIVE ARTS AND DESIGN EUMM – Begins to build a repertoire of songs and dances 40-60+ EUMM – Explores the different sounds of instruments 40-60+ EUMM – Understands that different media can be combined to create new effects 40-60+ EUMM - Manipulates materials to achieve a planned effect 40-60+ EUMM - Explores what happens when they mix colours 40-60+ EUMM – Selects appropriate and adapts work where necessary 40-60+ BI –Initiates new combinations of movements and gestures in order to express and respond to feelings ideas and experiences 40-60+ BI – Introduces a storyline or narrative into their play 40-60+ BI - Play cooperatively as part of a group to develop and act out a narrative.40-60+</p>	<p>Texture-table/Shiny sorting activity, using different textured/shiny resources during collage making. Relate to seasonal displays Home corner role play ideas – camping, vet, doctor's surgery, underground etc. Learn a wider range of songs during singing assembly sessions – light, dark, seasons, celebrations etc. Explore dark on light and light on dark colours and collages. Exploring mixing colours using diff media – shiny/dull Night time paintings, crayon and wash, firework pictures, spin pictures, cooperative collages for topic displays Introduce simple percussion instruments to class singing times, in the classroom & outdoor play. Encourage children to make up simple rhythms and play along to music. Experiment with clay and play dough Joy Day e.g. wreaths, decorations for the foyer. Christmas cards and other activities for Joy Day (6.12.19)</p>