

FOUNDATION STAGE RECEPTION MID-TERMLY PLANNING: **Once Upon A Number** SUMMER 1

A Unique Child

Positive Relationships/Enabling Environments

<p>CHARACTERISTICS OF EFFECTIVE LEARNING: ACTIVE LEARNING: Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their goals • Being proud of how they accomplished something • Enjoying meeting challenges for their own sake i.e. intrinsic motivation <p>CREATING AND THINKING CRITICALLY: Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things 	<p>Help children to develop their own motivations by talking about learning- how and why! Notice what arouses children's curiosity, watch their deep involvement to identify learning that is intrinsically motivated. • Ensure they have time and freedom to become deeply involved in activities. • Keep significant activities out.</p> <ul style="list-style-type: none"> • Help them to keep ideas in mind and develop interests over a period of time by reviewing/taking about past work; make space and time for all children to contribute. <p>Specific 'thinking' vocabulary: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i></p> <ul style="list-style-type: none"> • Model being a thinker, showing that you don't always know but can find out. • Encourage open-ended thinking by not settling on the first ideas: <i>What else</i> is possible? • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Give children time to talk and think. • Value questions, talk, and many possible In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas?</i> • Build in opportunities for children to play with materials before using them in planned tasks.
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: making relationships: 40-60: Takes steps to resolve conflicts with others, e.g. finding a compromise. ELG; C. play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings; form positive relationships with adults and c. Managing feelings and behaviour: 40-60 Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them. Be aware of the boundaries set and of the behavioural expectations in the setting. ELG: C .talk about how they and others show feelings, talk about their own and others' behaviour. Self confidence and self awareness: 40-60; Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms & talk about abilities. ELG: C. will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Link to PSHE Curriculum map - Be the best. Setting challenges/goals. Set themselves a series of physical challenges/literacy based challenges. MR: Promote children seeking help from peers, e.g. 'X is good at drawing, get him to show you' etc. Pair children up to work with new friends for periods of time, lead and provide collaborative tasks e.g. parachute, group games, encourage children to nominate e. other to be the leader. MFB: Praise c for initiating activities , selecting own choice of resources and staying on task; use home/school toy. star of the day and other incentive for good behaviour and work. Work together in small, 'key' groups e.g. circle time to talk about their feelings and those of others; help children to recall when they were happy etc. SC&SA: All classes set up regular - home school Show and tell- artefacts of interest, can be linked to weekly learning; once a week sing a favourite song. Praise children for responding and participating regularly in whole class situations,</p>
<p>COMMUNICATION AND LANGUAGE: Listening and Attention: 40-60; Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Understanding: ELG: Listens and responds to ideas expressed by others in conversation or discussion. Speaking: 40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. in play situations. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Uses language to imagine and recreate roles and experiences ELG: They develop their own narratives and explanations by connecting ideas or events</p>	<p>Character and speech bubbles. Guess who the character is. Play 'who says this game, i.e. adult says something that a story character would say. Games using children's names at circle time/Silly soup. Writing opportunities incorporating into role play whenever possible – from signing sheet 'I am in role play area...' to the Little Red Hen writing a recipe for bread in her house. Class version of a traditional tale Wanted posters for big bad wolf, "Have you seen Cinderella?" etc. One writing focus per story. Model 'phonetically plausible' writing on the board in whole class sessions. Devise simple writing activities that involve children applying their phonic knowledge- differentiate according to ability – Fred Talk/ sound boxes for spelling /fingers for number of sounds/sound buttons Continue with 'air writing', gloop, sand, large scale letter formation on paper/whiteboards... Promote name writing and give help where necessary. Carry on Phase one L&S listening games: at least one game a week. Helicopter stories – Encouraging chn to scribe their own stories when possible. Time to Talk – intervention sessions (in all classes) Intervention sessions for phonics (in class)</p>
<p>PHYSICAL DEVELOPMENT: M&H 40-60:Experiments with different ways of moving. • Travels with confidence and skill on and around balancing & climbing equipment. Negotiates space successfully when playing racing and chasing games, adjusting speed /direction. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses &holds a pencil effectively to form recognisable letters, most of which are correctly formed. ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively,</p>	<p>P.E: Indoor- Gymnastics (travelling, taking weight on different body parts). Outdoor- Carmen – Games (send and travelling with skills. Introduction to aiming, hitting and kicking. Brain gym or bean bags activities in am. Handwriting: Number formation practice and weekly letter formation session inside and out. Correct name writing e.g. Upper and lower case Range of resources and activities to hone fine and gross motor skills e.g. clay, spaghetti, peg, collage,</p>

<p>including pencils for writing. H&SC: ELG C. know the importance for good health of physical exercise & a healthy diet, They talk about ways to keep healthy & safe. They manage their own basic hygiene/ personal needs,</p>	<p>threading etc</p>
<p>LITERACY: Writing: • Gives meaning to marks they make as they draw, write and paint. As points 1-4 above. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and things such as labels, captions. Attempts to write short sentences in meaningful contexts. ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly. Reading: 1. Continues a rhyming string; Links sounds to letters, naming and sounding the letters of the alphabet. 5. Begins to read words and simple sentences. • Uses vocabulary / forms of speech that are increasingly influenced by their experiences of books; enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. ELG: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Provide explicit sessions to model sound or name. E.g. If your name begins with ...” Developmental mark – making /pencil grip sessions i.e. air writing up to 3 x a week (lit co-ord) Traditional Tales (See attached list Role play (linked to EAD to recreate and extend story lines with an opportunity to explore language used in stories. Sequencing stories Pie Corbet storytelling. (Gingerbread man) Immerse children in the tales including world stories; Talk about conventional story language e.g. Once upon a time; once there was; happily ever after etc. Cinderella, Three Billy Goats Gruff, The Three Little Pigs (focus texts) *revise letters and sounds; give daily focus on related hf words segmenting, blending, captions, ditties and questions *Guided reading sessions and focus groups/differentiation for individuals and groups Writing tasks favourite character descriptions, talk for writing, dependent on stories. Little red hen writing samples</p>
<p>MATHS: N40-60: • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. SSM: 40-60: • Orders two or three items by length or height; weight or capacity • Uses everyday language related to time. Measures time in simple ways. • Beginning to use everyday language related to money. ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.</p>	<p>Number leaves on a beanstalk Count the number of things in the giant's tummy or the wolf's sandwich. Count and label no. of characters in each story, Use bears, beans, pigs etc for addition/ subtraction games; adding two groups together, counting on using fingers, subtracting from a larger group; using a number track and a dice. Record simple sums on the board using + and – symbols. Measuring feet for Cinderella – creating 2simple graphs by looking at our shoe sizes Measuring Giant, Jack and the children, using standard and non standard measures. The wolf has three sandwiches – can they measure them in piggies Give children the opportunity to weigh objects: straw, a brick etc Make castles out of shapes – talk about the shapes and their properties. Counting the giant's money etc.</p>
<p>UNDERSTANDING THE WORLD 40-60: People and communities; Enjoys joining in with family customs and routines. Shows interest in different occupations and ways of life (Link to PSHE) ELG They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: ELG: C. know about similarities and differences in relation to places, objects, materials and living things. Technology: 40-60: Uses ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Notice the different materials when building and model making. Design projects whereby ch must investigate which materials are suitable and why. E.g. build houses out of straw, wood and brick or junk modelling. Make a bag for LRR to carry provisions to grandma etc. What sorts of food can she put in there? Is it healthy/unhealthy Railway fields trip (13-14-15 May) Linked to Cinderella – shoe sort and comparison Cooking: porridge, bread, plum pie, gingerbread, sandwiches Sensory table linked to the wolf (what big eyes you have...) Continue using programmes on computer to develop mouse and keyboard skills. Link to 2simple story programs: Espresso & C Beebies. Growing plants e.g. observe/ note long-term growing of bulbs/growing beanstalks. Environmental features in the setting i.e. where do which stories take place and why? Make use of the immediate local area, e.g. visits to shops. Introduce vocabulary to support c's observations and questions. Make a map of a setting in a traditional tale and compare making a map of their house to a familiar place.</p>
<p>EXPRESSIVE ARTS AND DESIGN: EUMM 40-60: Manipulates materials to achieve a planned effect. Begins to build a repertoire of songs and dances Being imaginative 40-60:Create simple representations of events, people and objects. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Give c opportunities to explore different media to create individual or collaborative artwork, using different textures, colours, materials. Support c in thinking about what they want to make, the processes involved and the materials they might need. Make suggestions to extend c's ideas of what's possible e.g.: I wonder what would happen if?" Ask children to explain how they made something and what they could do to improve it. (Speaking and listening opp) Weekly singing assemblies with Gareth. Dance – use Kay Umanski for stimulus of various stories.</p>

Use class musical instruments during play & to accompany story/drama sessions.
Give pupils the opportunity to make their own musical instruments – linked to traditional tales from around the world.
Books, puppets, displays, models and role play activities related to focus stories.(puppets from library)

Term 3.1- April 2019 Book List

Big Books

Jack and the Beanstalk
Gingerbread man
The Little Red Hen
Goldilocks and the Three Bears
Cinderella/Alex and the Glass Slipper
Retell Little Red Riding Hood, The Three Billy
Goat's Gruff, Three Little Pigs, and Rumpelstiltskin

Tales from around the world

Maui and the large fish (Hawaii) (Tim's)
Lila and the secret of rain (hope, love, courage and endurance - Africa)
(Tim's)
Stories from West Africa
Anno's Aesops
Play me a story (9 tales about musical instruments)
The tiger child. A folk tale from India
Baboushka (Russian)
The tiger and the woodpecker (India)
The blue jackal (big book India)
Why mosquitoes buzz in people's ears (West Africa)
Bringing the rain Kapiti Plain (African - Kenyan)
The gift of the sun (South Africa)
The Nung Guama (China)

Around the topic:

Once upon a time,
Each Peach, Pear, Plum
Who's At the Door?
Nursery Rhyme Big Book
Suddenly!
Mau and the Big Fish
Charlie Cook's Favourite Book (Alex Shaeffer,
Julia Donald the Gruffalo)
The Blue Jackal (India tale with moral)

Monkey and the water dragon (China folk tale)
Clever Katya (Fairytale from old Russia)
Greedy Zebra (Kenya)
The bird who was an elephant (India)
The pea and the princess
Jim and the beanstalk

