

Foundation Stage Medium Term Planning
Autumn 1
September- October 2018- 3 weeks

Communication and Language

ELG 1 Listening & Attention

30 to 50 months

Listens to others one to one or in small groups, when conversation interests them.

Focusing attention – still listen or do, but can shift own attention.

40 to 60+ months

Maintains attention, concentrates and sits quietly during appropriate activity.

ELG 2 Understanding

30 to 50 months

Understands use of objects (e.g. “What do we use to cut things?”)

Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.

Beginning to understand ‘why’ and ‘how’ questions

40 to 60+ months

Able to follow a story without pictures or props.

Listens and responds to ideas expressed by others in conversation or discussion.

ELG 3 Speaking

30 to 50 months

Questions why things happen and gives explanations. Asks e.g. who, what, when, how Uses a range of tenses (e.g. play, playing, will play, played).

Uses vocabulary focused on objects and people that are of particular importance to them.

Builds up vocabulary that reflects the breadth of their experiences.

Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’

40 to 60+ months

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Uses language to imagine and recreate roles and experiences in play situations.

Links statements and sticks to a main theme or intention.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Introduces a storyline or narrative into their play.

Activities

Children will bring in a photo of their pet to use as a stimulus for talk, questions and answers.

Preparing questions for a visitor with a pet.

Listening to stories and non-fiction information about pets, asking and answering questions

Oral lists, sentences and captions for teachers to scribe.

Role play- vets, and pets in the home corner

Talk about pictures and paintings

Talk about models they have made

What pet would you like?

Texts

See literacy.

Pets and Vets



Question: Why do pets have to go to a vet?

In this topic we are learning about pets that the children and their families and friends have.

The children will have the opportunity to share a photograph of their pet and share information about its name, age, what it likes to do, where it sleeps etc.

The other children will ask questions to find out further information. We will invite a parent into school with their pet for the children to meet and find out about their needs.

The children will be supported to make lists of different pets. They will practise writing names of pets and teachers will scribe captions (descriptions, what they know etc.) describing the children’s hand drawn picture, paintings and photographs.

The children will learn that humans are a type of animal that has the same needs as other animals; they will learn about the importance of exercise, food and health care for all animals.

The children will have opportunities to make their own pets, cages and baskets using different materials. They will draw and paint their pets, being supported to choose and use appropriate colours.

They will look at different equipment and techniques to create a variety of textures for the animals’ fur, skin etc.

The children will learn songs about animals.

Maths

ELG 11 Numbers

40 to 60+ months

ELG 12 Shape, Space & Measure

40 to 60+ months

Activities

Physical Development

ELG 4 Moving and handling

30 to 50 months

ELG 5 Health and self-care

30 to 50 months

40 to 60+ months

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Activities

Practice washing hands and discussing the importance of good hygiene when touching animals

Personal Social & Emotional Development

ELG 6 Self-confidence and self-awareness

30 to 50 months

Confident to talk to other children when playing, and will communicate freely about own home and community.

40 to 60+ months

Confident to speak to others about own needs, wants, interests and opinions.

ELG 7 Managing feelings & Behaviour

30 to 50 months

Can usually adapt behaviour to different events, social situations and changes in routine.

40 to 60+ months

Aware of the boundaries set, and of behavioural expectations in the setting.

ELG 8 Making Relationships

30 to 50 months

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Initiates play, offering cues to peers to join them.

Keeps play going by responding to what others are saying or doing.

40 60+ months

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding, and asks appropriate questions of others.

Activities

Circle time games to help children find out about each other’s pets.

Role play in home corner with pets and in the vets role play.

Asking questions of our visitor about their pets. Responding to stories and other information.

Share photographs of pets with peers, answering questions.

Literacy

ELG 9 Reading

30 to 50 months

Listens to and joins in with stories and poems, one-to-one and also in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to be aware of the way stories are structured.

Suggests how the story might end.

Listens to stories with increasing attention and recall.

Describes main story settings, events and principal characters.

Recognises familiar words and signs such as own name and advertising logos.

Looks at books independently

Knows information can be relayed in the form of print.

Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40 to 60+ months

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

Uses vocabulary and 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 10 Writing

30 to 50 months

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places

40 to 60+ months

Gives meaning to marks they make as they draw, write and paint.

Begins to break the flow of speech into words.

Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds to letters, naming and sounding the letters of the alphabet.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels, captions.

Attempts to write short sentences in meaningful contexts.

Activities

Writing CVC pet names e.g. cat, dog and initial sounds of hamster, parrot etc.

Writing names of pets and types of pet e.g. Tigger the cat.

Teacher scribing children's lists of pets. Use pictures.

Teacher scribing caption of pets' needs.

Listening to stories about pets. Teacher to scribe sentences.

What pet would you like?

Circling things that a dog needs?

Poster about a pet and what it needs

Texts

My cat likes to hide in boxes by Eve Sutton (poem)

Dear Zoo by Rod Campbell

Lulu gets a cat by Anna McQuinn

Our very own dog by Amanda McCardie

Dogs by Emily Gravett

The Pet Show by Ezra Jack Keats

The Mog Books by Judith Kerr

Pets and Vets



Expressive arts and design

ELG 16 Exploring & Using Media and Materials

30 to 50 months

Sings a few familiar songs.

Explores colour and how colours can be changed.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Beginning to be interested in and describe the texture of things.

Uses various construction materials.

Realises tools can be used for a purpose.

40 to 60+ months

Begins to build a repertoire of songs and dances.

Explores what happens when they mix colours.

Experiments to create different textures.

Understands that different media can be combined to create new effects.

Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary.

Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG 17 Being Imaginative

30 to 50 months

Engages in imaginative role-play based on own first-hand experiences.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Uses available resources to create props to support role-play.

40 to 60+ months

Create simple representations of events, people and objects.

Chooses particular colours to use for a purpose.

Introduces a storyline or narrative into their play.

Plays alongside other children who are engaged in the same theme.

Activities

Drawing a picture of their pet or another animal.

Paint a picture of a pet choosing appropriate colours.

Mixing colours to make appropriate ones for their pet e.g. shades of brown, grey etc.

Using materials to make own pets, cages etc.

Understanding the World

ELG 13 People & Communities

30 to 50 months

40 to 60+ months

ELG 14 The World

30 to 50 months

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Developing an understanding of growth, decay and changes over time.

Shows care and concern for living things and the environment.

40 to 60+ months

Looks closely at similarities, differences, patterns and change.

ELG 15 Technology

Activities

Bring in a photo of their pet to share and talk about, discussing differences with other pets, such as size, colour, likes and dislikes, age etc.

Match baby animals to adult animals.

Separating pets and other animals

Role play- vets.

Investigate the different needs of pets, environment, food, exercise etc.

Talk about symptoms a pet might have. Does it need the vet? What could we do to help it?

Junk model pets- discuss what parts they have and need and why.