
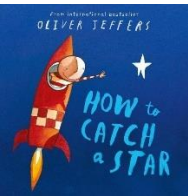





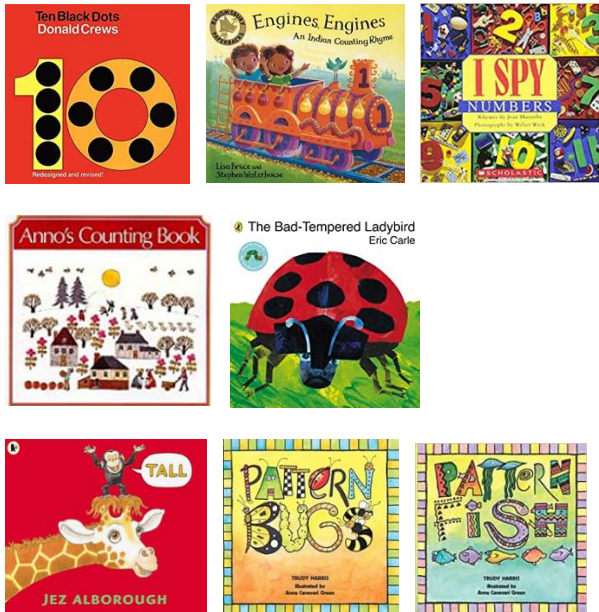
# FOUNDATION STAGE MEDIUM TERM PLANNING: SPRING TERM (2)



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	01/03/2022	07/03/2022	14/03/2022	21/03/2022	28/03/2022	04/04/2022
TICKET TO RIDE!						
UNDERSTANDING THE WORLD	<b>Space</b> Seasonal changes - Spring Forces To learn some of the features of the solar system. Introduction to planets.  <b>World Book Day</b> <b>St Piran's Day</b> <b>Devoran Flower Show</b>	<b>Space</b> Creating aliens – what colour will they be, how many eyes will they have, what will their arms and legs look like? Build a spaceship/rocket – identify the difference between the two and use construction materials to make one ourselves (Modroc).  <b>Trip to the Eden Project (8<sup>th</sup>)</b>	<b>Transport</b> To look at different features of different modes of transport. Consider how transport has changed over the years and identify differences in steam and electric trains. To think about the benefits of taking a train – where might you go on our magical train? To find a train station on a map.	<b>Transport</b> Design our own vehicle, thinking carefully about how to make the vehicle move and what features it needs.	<b>Journeys</b> To think about the significant places that are close to our home and form part of our community. Map them in relation to our homes	<b>Easter</b> To learn about the history and traditions of Easter. To listen to the Easter story and think about how it is celebrated today. To design a map for an Easter Egg hunt around the school grounds.  <b>Church Visit</b> <b>Easter Gardens!</b>
LITERACY	<b>Narrative</b> Talk 4 Writing (story mapping) - Beegu	<b>Narrative</b> Talk 4 Writing (story mapping) - Beegu	<b>Narrative</b> Talk 4 Writing (story mapping) – The Magic Train Ride	<b>Narrative</b> Talk 4 Writing (story mapping) – The Magic Train Ride	<b>Narrative</b> Talk 4 Writing (story mapping) – The Naughty Bus	<b>Narrative</b> Talk 4 Writing (story mapping) – The Naughty Bus
MATHS	<b>Growing 6, 7, 8</b> Length, Height and Time	<b>Building 9 and 10</b> 9 and 10	<b>Building 9 and 10</b> Comparing numbers to 10	<b>Building 9 and 10</b> Comparing numbers to 10 Number bonds to 10	<b>Building 9 and 10</b> Number bonds to 10	<b>Building 9 and 10</b> 3D shapes Pattern

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING THROUGHOUT THE YEAR & LINKED TEXTS
COMMUNICATION AND LANGUAGE	<p><b>Listening:</b> Understand why listening is important.</p> <p><b>Attention:</b> Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p><b>Respond:</b> Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Understanding:</b> Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition (T4W)</p> <p><b>Speaking:</b> Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p> 
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p><b>Express feelings:</b> Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried.</p> <p><b>Manage behaviour:</b> Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p><b>Self-awareness:</b> Happy to stand up in front of the class and share achievements with others.</p> <p><b>Independence:</b> Can get dressed and undressed for wet/cold weather in the garden, PE club sessions. Begin to show persistence when faced with challenges.</p> <p><b>Collaboration:</b> Knows it is important to work together to look after our classroom resources and school grounds.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> 

	<p>Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p><b>Social skills:</b> Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.</p>	
PHYSICAL DEVELOPMENT	<p>Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Development of threading, weaving, and cutting skills.</p> <p>Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.</p> <p>Know how to form clear ascenders and descenders.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p> 
LITERACY	<p><b>Comprehension</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p> <p><b>Word Reading</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing</b> Build words using letter sounds in writing. Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spell to write VC, CVC and CVCC words independently using Set 1 and 2 graphemes.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read books consistent with their phonic knowledge. Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p> 

	<p>Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Holds a pencil effectively to form recognisable letters.</p> <p>Know how to form clear ascenders and descenders.</p>		
MATHEMATICS	Numbers 7, 8, 9	Represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.	<p>Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing &amp; ordering</p> 
	Making pairs	Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.	
	Combining two groups	Explore using real objects. Other manipulatives – fingers, bead strings, Numicon tiles.	
	Length and Height	Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)	
	Time	Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.	
	Building 9 and 10	Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.	
	Comparing numbers to 10	Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.	
	Bonds to 10	Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.	
	3D shapes	Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.	
	Pattern	Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.	
UNDERSTANDING THE WORLD	<b>Chronology:</b>		Comment on what they notice about the environment where they live and understand the

Talk about and understand changes in their own lifetime, by creating a simple timeline linked to theme of 'transport'.

**Enquiry:**

Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change – notice seasonal changes from Winter to Spring

**Respect:**

Understand the value of being curious and interested in finding out about people within their own community, special places and events or objects – through non-fiction texts, stories, visit to the local Church, celebrations. Describe special events (Easter)

**Mapping:**

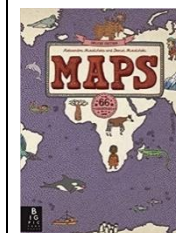
Identify how technology is used to share information e.g., google maps.

**Enquiry:**

Comment and ask questions about their immediate environment. Eden Project trip on the 8<sup>th</sup> March.

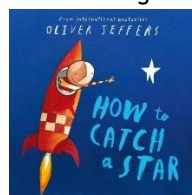
effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Explore the natural world around them by making observations and drawing pictures of animals and plants.



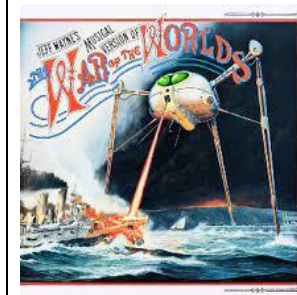
Create collaboratively sharing ideas, resources, and skills  
Combining different media and skills.

Artist Study: Oliver Jeffers



Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.



EXPRESSIVE ART  
AND DESIGN