

Foundation Stage Medium Term Planning

Nursery Spring 2

Construction

Spring

Mother's Day

Easter



Foundation Stage Medium Term Planning - Personal Social and Emotional Development Term **Spring** 2 (Construction) Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities GLOBAL LEARNING BRITISH VALUES	Resources, events, outings and visitors
<p>Making Relationships</p> <ol style="list-style-type: none"> 1. Can play in a group 2. Initiate play, offering cues to peers to join them 3. Keep play going by responding to what others are saying or doing 4. Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p>Self- confidence and self- awareness</p> <ol style="list-style-type: none"> 5. Can select and use activities and resources with help 6. Welcome and value praise for what they have done 7. Enjoy responsibility of carrying out small tasks 8. Is more outgoing towards unfamiliar people and more confident in new social situations 9. Confident to talk to other children when playing and will communicate freely about own home and community 10. Show confidence in asking adults for help <p>Managing Feelings and Behaviour</p> <ol style="list-style-type: none"> 11. Aware of own feelings and knows that some actions and words can hurt other's feelings 12. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others 13. Can usually tolerate delays when needs are not immediately met 14. Can usually adapt behaviour to different events, social situations and changes in routine 	<ul style="list-style-type: none"> ◆ Circle time - talk, listen, ask questions, contribute own feelings and ideas ◆ Show work to class ◆ Develop beginning and end of day routines ◆ Establish simple routines of the day ◆ Develop tidy up time routines ◆ Take turns to use limited equipment e.g. bikes, computer etc. ◆ Work in pairs and small groups at classroom activities ◆ Talk to adults and peers in pairs and small groups ◆ Put on coats, aprons, dressing up clothes, ◆ Communicate needs ◆ Use self help systems - aprons, ◆ Join in discussions about stories and books that emphasise moral issues ◆ Explore stories about caring for each other through role-play, small world and puppetry. 	<ul style="list-style-type: none"> ◆ Find out where resources belong in the classroom discuss how to look after them ◆ Select materials from wide choice on offer in creative area to make building models ◆ Choose how to decorate models without direction. ◆ Decide on what type of model to build without direction ◆ Choose from a range of activities on offer ◆ Use materials independently. ◆ Discuss safety aspects of using classroom equipment ◆ Find out about ways that people celebrate Easter ◆ Recount a special event in own personal history about a hospital visit, an event at the shops, starting school, moving house or a trip to a special building e.g. theatre, castle, windmill ◆ Make cards for Easter/ Mother's day ◆ Create an Easter egg hunt ◆ Circle time to discuss safety on the building site ◆ Role play special events such as moving house, starting school, a hospital visit etc. ◆ Ask a builder questions about his/her job. 	<p>Visitor- builder</p> <p>Pancake Day</p> <p>Mother's Day</p> <p>Easter egg hunt</p>

Foundation Stage Medium Term Planning - Communication and Language Term **Spring** 2 (Construction) Class N

Learning Intentions EYFS Development matters statements (30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities GLOBAL LEARNING BRITISH VALUES	Resources, events, outings and visitors
<p>Listening and Attention</p> <ol style="list-style-type: none"> Listen to others, one to one or in small groups, when conversation interests them Listen to stories with increasing attention and recall Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Focus attention Is able to follow directions <p>Understanding</p> <ol style="list-style-type: none"> Understand use of objects Show understanding of prepositions, such as 'under,' 'on top' 'behind' by carrying out an action or selecting correct picture Respond to simple instructions Begin to understand 'why' and 'how' questions <p>Speaking</p> <ol style="list-style-type: none"> Beginning to use more complex sentences to link thoughts Can retell a simple past event in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Question why things happen and give explanations Use a range of tenses Use intonation, rhythm and phrasing to make the meaning clear to others Use vocabulary that reflects the breadth of their experiences Build up vocabulary that reflects the breadth of their experiences Use talk in pretending that objects stand for something else in play 	<ul style="list-style-type: none"> Talk about personal experiences in class and group circle times, review times, class discussions Use imaginative talk in role play, small world play, puppet play Listen attentively in group times, play and to audio tapes Converse with others in all classroom areas Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc. Read class labels, names Talk about pictures in books Retell familiar stories in role-play and small world etc. Join in stories, rhymes and songs Talk about own experiences related to content of book Make up own stories inspired by books, poems, pictures, music etc 	<p>Texts: "Noah's Ark" The house that Jack built Bob the Builder Mr Wolf's Pancakes Various non-fiction</p> <ul style="list-style-type: none"> Develop role play area into a building site, garden centre Talk about a personal visit to a garden centre Talk about our mum and how we can show her that we love her on Mother's Day Listen to above texts on CD player Retell above texts with magnetic story props/small world toys/puppets Follow instructions on how to build a wall Follow instructions on how to make pancakes Follow instructions on how to make a Mother's Day card, present, an Easter card, an Easter egg basket Use prepositions such as 'under' 'on top' and 'behind' in the Easter egg hunt 	<p>Visitor- builder</p> <p>Pancake day</p> <p>Mother's Day</p> <p>Easter egg hunt</p>

Foundation Stage Medium Term Planning - Literacy Term **Spring 2** (Construction)

Class Nursery

Learning Intentions EYFS Development matters statements (30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities BRITISH VALUES GLOBAL LEARNING	Resources, events, outings and visitors
<p>Reading</p> <ol style="list-style-type: none"> 1. Enjoy rhyming and rhythmic activities 2. Show awareness of rhyme and alliteration 3. Recognise rhythm in spoken words 4. Listen to and join in with stories and poems, one to one and also in small groups 5. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories 6. Beginning to be aware of the way stories are structured 7. Suggest how the story might end 8. Listen to stories with increasing attention and recall 9. Describe main story, events and principal characters 10. Show interest in illustrations and print in books and print in the environment 11. Recognise familiar words and signs such as own name and advertising logos 12. Look at books independently 13. Handle books carefully 14. Know information can be relayed in the form of print 15. Hold books the correct way up and turn pages 16. Know that print carries meaning and ,in English, is read from left to right and top to bottom <p>Writing</p> <ol style="list-style-type: none"> 17. Sometimes give meaning to marks as they draw and paint 18. Ascribe meaning to marks that they see in different places 	<ul style="list-style-type: none"> ◆ Talk about personal experiences in class and group circle times, review times, class discussions ◆ Use imaginative talk in role play, small world play, puppet play ◆ Listen attentively in group times, play and to audio CDs ◆ Converse with others in all classroom areas ◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc. ◆ Choose to look at books alone and with others ◆ Bring books and take library books home ◆ Read class labels, names ◆ Talk about pictures in books ◆ Retell familiar stories in role-play and small world etc. ◆ Join in stories, rhymes and songs ◆ Talk about own experiences related to content of book ◆ Make up own stories inspired by books, poems, pictures, music etc ◆ Make marks to signify writing ◆ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, ◆ Write name at every opportunity - as label for models, on any work on paper ◆ Practice forming letters and patterns using pens, pencils, crayons, chalks, paints, sand, dough, tea leaves & shaving foam 	<p>Texts: "Noah's Ark" The house that Jack built Bob the Builder Mr Wolf's Pancakes</p> <p>Various non-fiction</p> <ul style="list-style-type: none"> ◆ Listen to above texts on CD player/ follow text in the book ◆ Focus on the beginning/middle/end of stories ◆ Discuss how a story might end ◆ Retell above texts with magnetic story props/small world toys/puppets ◆ Focus on information in non-fiction books ◆ Develop role play area into a building site, garden centre ◆ Make labels for the classroom or shop ◆ Make a thank-you letter to a visitor ◆ Make Easter cards / Mother's Day cards ◆ Write name inside cards/label models ◆ Form letters in name correctly using pens, paints, sand, shaving foam, tea leaves, salt etc. 	<p>Visitor- builder</p> <p>Pancake day</p> <p>Mother's Day</p> <p>Easter egg hunt</p>

Foundation Stage Medium Term Planning -Mathematics

Term Spring 2 (Construction)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities GLOBAL LEARNING BRITISH VALUES	Resources, events, outings and visitors
<p>Numbers</p> <ol style="list-style-type: none"> 1. Use number names and number language spontaneously 2. Use number names accurately in play 3. Recite numbers in order to 10 4. Know that numbers identify how many objects are in a set 5. Beginning to represent numbers using fingers, marks on paper or pictures 6. Sometimes matches numeral and quantity correctly 7. Shows curiosity about numbers by offering comments or asking questions 8. Compare 2 groups of objects, saying when they have the same number 9. Show an interest in number problems 10. Separate a group of 3 or 4 objects in different ways, beginning to realise that the total is still the same 11. Show an interest in numerals in the environment 12. Show an interest in representing numbers 13. Realises not only objects can be counted, including steps, claps or jumps <p>Shape, Space and Measure</p> <ol style="list-style-type: none"> 14. Show an interest in shape and space by playing with shapes or making arrangements with objects 15. Show awareness of similarities of shapes in the environment 16. Use positional language 17. Show interest in shape by sustained construction activity or by talking about shapes or arrangements 18. Show an interest in shapes in the environment 19. Use shapes appropriately for task 20. Begin to talk about the shapes of everyday objects 	<ul style="list-style-type: none"> • Sing number songs and rhymes • Count 1-5, 1-10, • Count a set of objects (5, 10,) giving just one number name to each object • Count sounds, movements, moving things, objects in a circle, blank number track • Count quietly on fingers • Estimate a number and check by counting • Recognise numerals 1-9, then 0 and 10, • Order numbers • Talk about 2D shapes/ properties • Identify 2D shapes in the environment • Use positional language 	<ul style="list-style-type: none"> ♦ Play at buying flowers in garden centre up to 10p (use pennies only) ♦ Draw nos. of objects (e.g. flowers) & represent numbers using fingers/marks on paper ♦ Match numeral and quantity activity ♦ Sort 2D shapes ♦ Use a feely bag to guess the shape ♦ Describe shapes when showing models to the rest of the class. ♦ Make shape pictures of different things ♦ Count different shapes in classroom ♦ Use shapes to make junk and construction models - compare sizes ♦ Match 2D shapes ♦ Go on a shape walk around school ♦ Solve simple practical problems e.g. packing belongings into boxes ♦ Use positional language in Easter egg hunt 	<p>Visitor- builder</p> <p>Pancake day</p> <p>Mother's day</p> <p>Easter egg hunt</p>

Foundation Stage Medium Term Planning -Understanding the World

Term Spring 2 (Construction)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities GLOBAL LEARNING BRITISH VALUES	Resources, events, outings and visitors
<p>People and Communities</p> <ol style="list-style-type: none"> Show interest in the lives of people who are familiar to them Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends Show interest in different occupations and ways of life Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family <p>The World</p> <ol style="list-style-type: none"> Comment and ask questions about aspects of the familiar world Can talk about some of the things they have observed, such as plants, animals, natural and found objects Talk about why things happen and how things work Develop an understanding of growth, decay and changes over time Show care and concern for living things and the environment <p>Technology</p> <ol style="list-style-type: none"> Know how to operate simple equipment Show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones Show skill in making toys work by pressing parts or lifting flaps Know that information can be retrieved from computers 	<ul style="list-style-type: none"> Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc. Talk about events in home lives. Observe things closely, record through drawing and modelling Discuss changes, patterns, similarities and differences e.g. observe and record the weather on our calendar daily Use computers, calculators, programmable toys, CD player, cameras, mobile phones confidently Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork Use small world and role play to explore other lives and environments Find out about the world through looking at books, pictures, artefacts, talking to visitors Develop language of time through sequencing events and daily routines 	<ul style="list-style-type: none"> Role play- Building site/ Garden Centre-Talk about own experiences of visiting a Garden Centre Talk about Easter time at home-church/family gatherings/ Easter eggs! Make individual junk models Play with clay Evaluate models by saying what you like and do not like about it. Use various construction materials Build sandcastles with wet and dry sand Make tents/dens in the outdoor area Test strength of construction walls Listen to stories on the classroom CD player/ Smart board Draw a house using 2Simple Ask a builder to come in (with scrap materials) and demonstrate building a strong wall. 	<p>Visitor- builder</p> <p>Pancake day</p> <p>Mother's Day</p> <p>Easter egg hunt</p>

Foundation Stage Medium Term Planning - Physical

Term **Spring 2** (Construction)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities GLOBAL LEARNING BRITISH VALUES	Resources, events, outings and visitors
<p>Moving and handling</p> <ol style="list-style-type: none"> 1. Move freely and with pleasure and confidence in a range of ways 2. Mount stairs, steps or climbing equipment using alternate feet 3. Walk downstairs, two feet to each step while carrying a small object 4. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles 5. Can momentarily stand on one foot when shown 6. Can catch a large ball 7. Draw lines and circles using gross motor movements 8. Use one handed tools and equipment 9. Hold pencil between thumb and two fingers, no longer using whole hand grasp 10. Hold pencil near point between first two fingers and thumb and use it with good control 11. Can copy some letters <p>Health and Self-care</p> <ol style="list-style-type: none"> 12. Can tell adults when hungry or tired or when they want to rest or play 13. Observe the effects of activity on their bodies 14. Understands that equipment and tools have to be used safely 15. Gain more bowel and bladder control and can attend to toileting needs most of the time themselves 16. Can usually manage washing and drying hands 17. Dresses with help 	<p>Gross motor</p> <ul style="list-style-type: none"> ◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area ◆ Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc. <p>Fine motor</p> <ul style="list-style-type: none"> ◆ Solve range of jigsaws ◆ Sewing - cards, holes punched in paper ◆ Threading beads, reels, pasta, shapes etc. ◆ Dressing up ◆ Make collages/models using scissors, glue, tape, paper, junk ◆ Use paintbrushes and mark-makers ◆ Play with sand and water toys, ◆ Use computer keys and mouse ◆ Model with dough, clay, plasticine rolling pins and cutters, etc. ◆ Explore textures e.g. gravel, talc, shaving foam, lentils <p>Health</p> <ul style="list-style-type: none"> ◆ Adopt healthy and hygienic routines throughout the school day 	<ul style="list-style-type: none"> ◆ Play games to develop spatial awareness ◆ Explore ways of supporting body weight e.g. using small and large body parts <ul style="list-style-type: none"> - travel with parts high and parts low - travel on combinations of hands and feet ◆ Games skills - sending and receiving <ul style="list-style-type: none"> - throwing, rolling, bouncing, - send whilst still and travelling - catching from roll, throw, bounce - catch whilst still and travelling - aiming for a -target ◆ Make models using junk modelling materials ◆ Build construction models with range of construction kits e.g. duplo, lego, wooden, ◆ Make shape collages of different types of buildings ◆ Make sandcastles with wet and dry sand ◆ Make dough food ◆ Print brick patterns ◆ Discuss safety aspects of using classroom equipment ◆ Encourage independence when dressing for outdoor play and dressing up. Encourage more able children to help less able children 	<p>Visitor-builder</p> <p>Pancake Day</p> <p>Mother's Day</p> <p>Easter egg hunt</p>

Foundation Stage Medium Term Planning- Expressive Arts and Design Term **Spring** 2 (Construction) Class Nursery

Learning Intentions EYFS Development Matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities GLOBAL LEARNING BRITISH VALUES	Resources, events, outings and visitors
<p>Exploring and Using Media and Materials</p> <ol style="list-style-type: none"> 1. Enjoys joining in with dancing and ring games 2. Sing a few familiar songs 3. Begin to move rhythmically 4. Imitate movement in response to music 5. Tap out simple repeated rhythms 6. Explore and learn how sounds can be changed 7. Explore colour and how colours can be changed 8. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects 9. Begin to be interested in and describe the texture of things 10. Use various construction materials 11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces 12. Join construction pieces together to build and balance 13. Realise tools can be used for a purpose <p>Being Imaginative</p> <ol style="list-style-type: none"> 14. Develop preferences for forms of expression 15. Use movement to express feelings 16. Create movement in response to music 17. Sing to self and make up simple songs 18. Make up rhythms 19. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there 20. Engage in imaginative role play based on first hand experiences 21. Builds stories around toys 22. Use available resources to create props to support role play 23. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> ◆ Collage with different fabrics, papers, foods and materials ◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper. ◆ Printing with string, shapes, food, ◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper. ◆ Modelling with junk, clay, dough, construction, wood ◆ Recreate and make up new characters and stories through imaginative and small world play ◆ Make music through singing, body sounds, classroom objects and musical instruments ◆ Listen to a wide range of music from around the world and from different times ◆ Respond to music through painting, drawing and writing ◆ Dance to a range of music from around the world and from different times 	<ul style="list-style-type: none"> ◆ Ring games- Farmer's in his den. Mulberry Bush, Ring a ring o roses ◆ Make dough models of food-Use play dough tools ◆ Print brick patterns for model houses ◆ Make a small world play mat using collage/junk ◆ Paint junk models ◆ Sing songs relating to building- "The wise man built his house upon the rock", 'In a cottage in the woods', 'Bob the Builder', 'The house that Jack built' 'Noah's Ark' ◆ Use repeated patterns of sound to accompany building site poems ◆ Role play scenes in the home corner, garden centre, and building site ◆ Make up imaginative stories ◆ Small world play with play people using school playground models, class made play mat ◆ Retell 'Noah's Ark story in outside area ◆ Use diggers and trucks in sand tray to recreate a building site ◆ Make Easter/ Mother's Day cards 	<p>Visitor-builder</p> <p>Pancake day</p> <p>Mother's Day</p> <p>Easter egg hunt</p>