

Foundation Stage Medium Term Planning

Nursery Spring 1

Toys

Winter

Nursery Rhymes

Foundation Stage Medium Term Planning - Personal Social and Emotional Development

Term **Spring** 1 (Toys)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	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 ◆ Review of the day - share achievements with the group ◆ Show work to peers ◆ Establish simple routines of the day ◆ Take turns to use limited equipment e.g. bikes, computer etc. ◆ Use self help systems - aprons, milk, register-'Who is here today?' board & name cards ◆ Choose from a wide range of activities on offer daily ◆ Respond to suggestions to try new activities ◆ Use available resources to develop own work ◆ Tell others about new/exciting activities ◆ Encourage friends to join in ◆ 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"> ◆ Play name games to familiarise each other with new class members ◆ Play game "Sleeping hedgehogs" with the children to familiarise children with the rest of the class. ◆ Review positive class rules together. ◆ Role play rules and manners to establish class protocols ◆ Circle time - contribute to discussions about looking after toys in the classroom ◆ Ask questions about toys that others have brought in ◆ In small groups, talk about how toys work ◆ Look at photographs of old toys and compare to new toys ◆ In a group decide what to include in the class shop ◆ Ask a visitor about their toys when they were young ◆ Empathise with "Dave" in the "Dogger" story and relate to own experience ◆ Recount a special event about a toy at home to a small group ◆ Find out about the toys that your parents played with ◆ Contribute to discussions about the clothes we wear to keep warm, and those that we would only wear in hot weather. ◆ Speak confidently when asking our visitors questions. 	<p>Settling in</p> <p>New starters visits</p> <p>Invite a grandparent in to talk about childhood toys</p> <p>Teddy Bear's picnic</p> <p>Nursery's Got Talent event</p>

Foundation Stage Medium Term Planning - Communication and Language Term **Spring** 1 (Toys) Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Listening and Attention</p> <ol style="list-style-type: none"> 1. Listen to others, one to one or in small groups, when conversation interests them 2. Listen to stories with increasing attention and recall 3. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories 4. Focus attention 5. Is able to follow directions <p>Understanding</p> <ol style="list-style-type: none"> 6. Understand use of objects 7. Show understanding of prepositions, such as 'under,' 'on top' 'behind' by carrying out an action or selecting correct picture 8. Respond to simple instructions 9. Begin to understand 'why' and 'how' questions <p>Speaking</p> <ol style="list-style-type: none"> 10. Beginning to use more complex sentences to link thoughts 11. Can retell a simple past event in correct order 12. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences 13. Question why things happen and give explanations 14. Use a range of tenses 15. Use intonation, rhythm and phrasing to make the meaning clear to others 16. Use vocabulary that reflects the breadth of their experiences 17. Build up vocabulary that reflects the breadth of their experiences 18. 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. ◆ Choose to look at books alone and with others ◆ Bring books and take books home ◆ Read class labels, names, signs ◆ 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: "Dogger", "Where's my teddy?", "This is the bear", Kipper's Toybox", Lions Lost Ball by Dugald Steer, Goldilocks & the three bears</p> <ul style="list-style-type: none"> ◆ Play Letters and Sounds Phase 1 games ◆ Show and Tell -favourite toys ◆ Develop role play area into a toy shop ◆ Make up imaginative stories about toys ◆ Make labels and posters for the toy shop ◆ Talk about making shopping lists for the class shop ◆ Write "guess what" cards to describe different toys ◆ Make a thank-you letter for a visitor ◆ Contribute to class "Where's my teddy?" lift the flap book ◆ Follow instructions to make a snowflake ◆ Talk about writing a guest list for the Teddy bears picnic ◆ Discuss the content of stories together. What was the favourite part? ◆ Use talk partners 	<p>Settling in</p> <p>Invite a grandparent in to talk about childhood toys</p> <p>Teddy bear's picnic</p> <p>'Nursery's got Talent' event</p>

Foundation Stage Medium Term Planning - Literacy

Term **Spring 1** (Toys)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	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 tapes ◆ 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 books home ◆ Read class labels, names, signs ◆ 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, guessing cards, zig-zag books, flap books ◆ 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 	<p>Texts: "Dogger", "Where's my teddy?", "This is the bear", Kipper's Toybox", Lions Lost Ball by Dugald Steer, Goldilocks & the three bears</p> <ul style="list-style-type: none"> ◆ Play Letters and Sounds Phase 1 games ◆ Show and Tell- favourite toys ◆ Develop role play area into a toy shop ◆ Make up imaginative stories about toys ◆ Make labels and posters for the toy shop ◆ Make shopping lists for the class shop ◆ Write "guess what" cards to describe different toys ◆ Make a thank-you letter for a visitor ◆ Contribute to class "Where's my teddy?" lift the flap book ◆ Follow instructions to make a snowflake ◆ Write a guest list for the Teddy bears picnic ◆ Form letters in name correctly using pens, paints, sand, by labelling models + signing up for class surveys. ◆ Practise other letter formation using a variety of media ◆ Discuss the content of stories together. What was the favourite part? ◆ Use talk partners 	<p>Settling in</p> <p>Invite a grandparent in to talk about childhood toys</p> <p>Teddy bear's picnic</p> <p>'Nursery's got Talent' event</p>

Foundation Stage Medium Term Planning - Mathematics

Term **Spring** 1 (Toys)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
Numbers <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 Shape, Space and Measure <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, then up to 10) giving just one number name to each object ◆ Play recognition error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly) ◆ Recognise numerals 1-5 and then 1-9 ◆ Recognise numerals familiar to them ◆ Count objects in small world and role play ◆ Read numbers from individual cards ◆ Find a number from a given selection ◆ Match numbers to sets of objects ◆ Find a number on a till, telephone, calculator etc. ◆ Spot numbers in the class, school, environment ◆ Use number cards as labels for sets ◆ Begin to use money in role play situations 	<ul style="list-style-type: none"> ◆ Weekly number session- Focus on a numeral/ number formation/identify on a number line/ collect number of objects from around the setting/ reward with focus number of claps or jumps ◆ Collect information in a survey about favourite toys and count responses ◆ count toys and label prices in toy shop ◆ Label posters for class toy shop with prices less than 10p ◆ Solve simple practical problems and respond to "what could we try next?" e.g. using money in the class toy shop ◆ Order numbers when acting out counting rhymes ◆ Number songs and rhymes ◆ Matching numeral and quantity of toys correctly ◆ Matching numeral activity 	<p>Settling in</p> <p>Invite a grandparent in to talk about childhood toys</p> <p>Teddy bear's picnic</p> <p>'Nursery's got Talent' event</p>

Foundation Stage Medium Term Planning - Understanding the World

Term **Spring 1** (Toys)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>People and Communities</p> <ol style="list-style-type: none"> 1. Show interest in the lives of people who are familiar to them 2. Remember and talk about significant events in their own experience 3. Recognise and describe special times or events for family or friends 4. Show interest in different occupations and ways of life 5. 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"> 6. Comment and ask questions about aspects of the familiar world 7. Can talk about some of the things they have observed, such as plants, animals, natural and found objects 8. Talk about why things happen and how things work 9. Develop an understanding of growth, decay and changes over time 10. Show care and concern for living things and the environment <p>Technology</p> <ol style="list-style-type: none"> 11. Know how to operate simple equipment 12. Show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones 13. Show skill in making toys work by pressing parts or lifting flaps 14. 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 ◆ Use computers, calculators, programmable toys, tape recorders, cameras confidently ◆ Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork ◆ Use small world and role play to explore other lives and environments ◆ Talk about other people and places ◆ 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"> ◆ Sort toys into sets of materials they are made of ◆ Sort clothes into those that we wear in Winter, and those worn in summer ◆ Talk about how we keep warm ◆ Make a moving toy e.g. a glider, kite, parachute, robot, car etc. ◆ Make decorations and cards for Valentines day ◆ Listen to stories on the classroom tape recorder ◆ Draw a teddy or soft toy ◆ Use the scanner on the till ◆ Use a remote control to move a toy ◆ Take photos of toys to use for "guess what" cards ◆ Bring in toys from home for a class display ◆ Recall toys that you played with when you were little ◆ Ask a mum/grandparent to come in and talk about toys they played with and games they played when they were young ◆ Find out about the toys that you parents played with ◆ Compare old and new toys ◆ Look at seasonal changes and discuss what happens in Winter. 	<p>Settling in</p> <p>Invite a grandparent in to talk about childhood toys</p> <p>Teddy bear's picnic</p> <p>'Nursery's got Talent' event</p>

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
Moving and handling <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 Health and Self-care <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 	Gross motor <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 ◆ focus on travelling skills (running, hopping, skipping, jumping) and body parts ◆ Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc. Fine motor <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 woodwork tools with support ◆ 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, ◆ Use cutlery independently at lunchtimes Health <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 ◆ Play action songs to keep warm ◆ Explore ways of travelling under, over and through equipment emphasising body shape e.g. wide, tall, small, curling and stretching ◆ Refine small hand movements by practising using small equipment e.g. pegs on a pegboard, tweezers etc. ◆ Make a toy jigsaw by drawing a picture on thin card, covering it with tacky back and cutting shapes. ◆ Practice threading skills by using lacing cards skills by making puppets (hand, stick, string) ◆ Make food from dough for the teddy bears picnic ◆ Complete jigsaw puzzles ◆ Thread jewellery for dolls ◆ Print patterns using wheeled toys ◆ Draw old and new toys ◆ Make construction vehicles with wheels 	Settling in <p>Invite a grandparent in to talk about childhood toys</p> <p>Teddy bear's picnic</p> <p>'Nursery's got Talent' event</p>

Foundation Stage Medium Term Planning - Expressive Arts & Design

Term **Spring** 1 (Toys)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	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, leaves, lino, ◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper. ◆ Modelling with junk, clay, dough, construction, wood ◆ Look at paintings and other forms of art and discuss content and style ◆ 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"> ◆ Design posters for the class toy shop ◆ Observation drawings of old and new toys using chalks/charcoal ◆ Paint a favourite toy ◆ Draw a toy picture, laminate it and cut it up to make a jigsaw ◆ Print patterns using toy shapes ◆ Make a Winter collage ◆ Draw a snowman picture using chalks etc ◆ Role play scenes in the class toy shop ◆ Plan and take part in the Teddy bears picnic. ◆ Play with small world toys imaginatively ◆ Create dances to represent different toys e.g. balls, puppets, Jack-in-a-box, ◆ Sing a number of action songs, adding the children's suggested actions e.g.' Here we go round the Mulberry Bush' 	<p>Settling in</p> <p>Invite a grandparent in to talk about childhood toys</p> <p>Teddy bear's picnic</p> <p>'Nursery's got Talent' event</p>