

## Medium Term Planning Foundation

**Summer Term 2019- In Foundation we plan in response to the children's interests. We have a theme of 'Animal Lifecycles', 'People Who Help Us', 'Traditional Tales', 'Growing Plants', 'Transport and Travel' and 'Superheroes'.**

<p><b>Main focus:</b> Children given the opportunities to find out and investigate 'Animal Lifecycles', 'People Who Help Us', 'Traditional Tales', 'Growing Plants', 'Transport and Travel' and 'Superheroes'.</p>	<p><b>Assessment:</b> Narrative observation and discussion with parents and child to be completed on a regular basis. Providing appropriate support and differentiation for children with special needs.</p>	<p><b>Environment and Resources:</b> Listening and responsive adults. Resources accessible and labelled. Use outside to provide/support all areas of learning. Role Play area developed. More areas created for children to use independently.</p>
<p><b>Personal, Social and Emotional</b> Continue developing independence in using the provision. Supporting children in developing listening and attention skills. Focus on self-help skills: dressing, undressing, using the toilet etc Opportunities for older children to support younger children 'buddy system'. SEAL programme taught for PSED. Provide activities that involve turn-taking and sharing in small groups. Understands that own actions affect other people.</p>	<p><b>Physical</b> Provide lots of opportunities for large, physical movement, eg climbing equipment, wheeled toys, balancing equipment, large construction equipment, hoops, tyres etc Provide physical activities which will support children's friendships/co-operation skills, eg throwing and kicking balls to each other, using large boxes to make a construction together etc Everyday opportunities for malleable, sand and water play. To explain why safety is an important factor in handling tools, equipment and materials.</p>	<p><b>Communication and Language</b> Opportunities for children to talk with adults on one-to-one and small group basis. Opportunities for children to share a story with an adult on one-to-one or small group basis. Continue to establish a repertoire of rhymes and songs and favourite stories. Short daily phonics session. Performing area developed.</p> <p><b>Literacy</b> Encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading material (books, poems and other written materials) to ignite their interest. We will be looking at a range of fiction and non-fiction books. We will be continuing with our Read, Write Inc and Letters and Sounds phonic programmes. Daily handwriting sessions. Weekly literacy challenges.</p>
<p><b>Mathematics</b> Continue to develop a repertoire of number rhymes and songs. Focus on rich mathematical environment, especially outside. Focus on numbers personal to children, their age, house number, telephone, siblings age etc Counting and ordering numbers to 10/20 Concentrating on number formation to 10/20 Focussing on the properties of 2D shapes. Investigate weighing, exploring 2D and 3D shapes, and sorting and creating patterns. Weekly mathematics challenges.</p>	<p><b>Expressive Arts</b> Encourage and support small world and role play. Ensure areas for children to express themselves creatively are set up and children know how to use them (painting, music, technology, malleable etc</p>	<p><b>Understanding the World</b> Local trips in small groups to provide opportunities for talk about who we are, where we come from and celebrations/festivals we may celebrate. Opportunities for the children to use a wide range of technology for specific purposes.</p>
<p><b>Parents:</b> 'Stay and Learn' session. Invite parents in to support learning. Trip to Christ Church cathedral and meadow.</p>		