

FOUNDATION STAGE 2 Bumblebees & Grasshoppers Medium Term Plan 2016-2017

TERM 5/6: The World Around Us/ Superheroes

Area of Learning	Development Matters	Knowledge/Skills
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. Takes steps to resolve conflicts with other children e.g. finding a compromise. Confident to speak to others about own needs, wants and interests and opinions. Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realize they have upset them. Aware of the boundaries set, and of behavioral expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><u>SMSC</u> 2a, 2b, 2c,2e</p>	<p>CORE SKILLS: Thinking Skills Week 1: I can ask questions to find out information. <i>Show and tell activity - children invited to bring object from home and other children encouraged to ask questions to find out information about object.</i> Week 2: I can ask questions to find out information. <i>Show and tell junk modelling boats - children invited to ask questions about children's boats.</i> Week 3: I can investigate how things work. <i>Using a range of toys children to investigate and discuss how different toys work.</i> Week 4: I can investigate how things work. <i>Using transport as a stimulus children to explore how different modes of transport work (car, boat, plane).</i> Week 5: I can describe what is happening in a picture. Apply De Bonos thinking hats: white, red and black, Week 6: I can describe what is happening in a picture. Apply De Bonos thinking hats: white, red and black,</p>
		<p>Speaking and Listening Week 1: I can describe something that has happened to me. Week 2: I can carry simple messages. Week 3: I can listen quietly to a story. Week 4: I can listen to and join in with rhymes. Week 5: I can contribute to a small group. Week 6: I can take turns in a conversation. Week 7: I can listen to what others say in a group.</p>

COMMUNICATION AND LANGUAGE

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channeled attention - can listen and do for short span.
- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.
- 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.

LITERACY

- Continues a rhyming string.
- 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.
- 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.

- 1) Holiday Recount/Core Book: The Gigantic Turnip
- 2) The Gingerbread Man
- 3) The Gingerbread Man
- 4) NON-Fiction: Instructions to plant a seed
- 5) Life Cycles: Link Science
- 6) Barnaby Bear's Travel Diary
- 7) Barnaby's Bear Travel Diary

Phonics to ne whole class using green Get Reading/Writing books.

- 1) Holiday recount & Core Book Supertato
- 2) The Three Little Pigs
- 3) The Three Little Pigs
- 4) NON-FICTION: Profile of a Superhero
- 5) NON-FICTION: Recount of school trip
- 6) TRANSITION
- 7) TRANSITION

Phonics to ne whole class using green Get Reading/Writing books.

SMSC

2e, 2a, 2c

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

SMSC
2a, 2c

Multi Skills (See PE Plan for Extended Information)

- Week 1) Perform various jumps using correct technique
- Week 2) Roll the ball accurately at a target.
- Week 3) Aim and throwing accurately using an underarm throw.
- Week 4) Recap throwing and catching skills.
- Week 5) Aim and throw accurately using an underarm throw.
- Week 6) Catch using the correct technique.
- Week 7) Incorporate throwing and catching skills into a game situation

(To be added once plans have been received from Sports Coach)

- Recognise some numerals of personal significance.
 - Recognise numerals 1 to 5.
 - Counts up to three or four objects by saying one number name for each item.
 - Counts actions or objects which cannot be moved.
 - Counts objects to 10, and beginning to count beyond 10.
 - Counts out up to six objects from a larger group.
 - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 - Counts an irregular arrangement of up to ten objects.
 - Estimates how many objects they can see and checks by counting them.
 - Uses the language of 'more' and 'fewer' to compare two sets of objects.
 - Finds the total number of items in two groups by counting all of them.
 - Says the number that is one more than a given number.
 - Finds one more or one less from a group of up to five objects, then ten objects.
 - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
 - Records, using marks that they can interpret and explain.
 - Begins to identify own mathematical problems based on own interests and fascinations.
 - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
 - Selects a particular named shape.
 - Can describe their relative position such as 'behind' or 'next to'.
 - Orders two or three items by length or height.
 - Orders two items by weight or capacity.
 - Uses familiar objects and common shapes to create and recreate patterns and build models.
 - Uses everyday language related to time.
 - Beginning to use everyday language related to money.
 - Orders and sequences familiar events.
- Measures short periods of time in simple ways.

SMSC: 2a, 2c

Week 1 - Doubling/Halving
 Week 2- Numbers bonds to 10.
 Week 3- Calculation
1 more/1 less, adding and subtracting using bead strings and number lines
 Week 4 - Calculation
Adding and subtracting, word number problems/problem solving
 Week 5 - Shape
 Week 6 - Shape
 Week 7 - Applying mathematical vocabulary

Week 1 - Numbers up to 20
Focus on recognising and ordering numbers up to 20 - can children associate the number with its value.
Week 2 - Problem Solving
Week 3 - Data Handling
Tally charts, bar charts, pictograms - How we travel to school?
Week 4 - Measure
Standard/non standard, using capacity measures to make space cakes
Week 5 - Calculation
Adding and subtracting, word number problems/problem solving
Week 6 - Shapes
2D/3D and properties
Week 7 - Doubling/Halving
Week 8 - TRANSITION

- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

SMSC

2a, 2b, 2c, 2d, 2e

ELICITATION AT THE START OF EACH SUB AREA

Under the sea

Water/sea safety

Sea animals/creatures

Floating and sinking linked to making boats

Different boats linked to Bristol

Ground

Making a mini garden - digging, planting and growing

Exploring worms and their habitats

Sorting flower pots according to size

Insects/minibeasts - hunt/life cycles

Road signs and symbols

Transport and travel

Butterfly garden

Exploring old/new vehicles

Air

Making and testing kites

Balloons

Air travel

Elicitation: What is a superhero?

What special things can make us a superhero

What makes us different

Designing a superhero pack

Using computers to design a superhero

Investigating superheroes and their powers

EXPRESSIVE ARTS AND DESIGN

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- 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.
- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- 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.
- Plays cooperatively as part of a group to develop and act out a narrative.

SMSC
2a, 2c, 2e.

Under the sea

Shell printing

Painting fish and sea creatures with a focus on mixing colours

Under the sea collages using sand etc

Ground

Tyre rubbing

Travel like insects to music

Music - Insect party

Seed shakers

Mud paintings

Exploring textures of natural resources

Air

Making kites

Parachute games (Linked to PD)

Using cotton wool to make cloud pictures

Making paper aeroplanes

Making hot air balloons (alternative kites)

Making potato superheroes

Superhero dance to music (bond theme)

Making a cape/designing an outfit

Making superhero packs

Applying colour mixing skills to paint pictures

Act out a superhero story

Spiritual, Moral, Social and Cultural (SMSC)

2a Enable pupils to develop their self-knowledge, self-esteem and self-confidence.

2b Enable pupils to distinguish right from wrong and to respect the law.

2c Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.

2d Provide pupils with a broad general knowledge of public institutions and services in England.

2e Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.