



LONGTON LANE PRIMARY SCHOOL

Believe and Achieve.

Foundation Stage Medium Term Plan

TERM: AUTUMN 1 2018: It's All About Me!

Personal, Social and Emotional Development: (To follow the children's interests and needs as appropriate within flexible delivery.)

Characteristics of Effective Learning	Development matters	Spontaneous Learning Opportunities and ongoing.	Planned Activities	Resources, events, outings and visitors.
<p>Playing & Exploring Engagement</p> <ul style="list-style-type: none"> Shows curiosity Explores Uses senses Engages, focuses Shows particular interests Takes Risks Tries new things Has self-belief Uses imagination Works in a team <p>Active Learning Motivation</p> <ul style="list-style-type: none"> Motivated Enthusiastic Making Choices Persevering Attentive Confident Shows pride Energetic Achieving <p>Creating & Thinking</p>	<p><u>Making relationships</u> : is able to <u>30-50m</u></p> <ul style="list-style-type: none"> -Play in a group, extending and elaborating play ideas. -Initiate play, offering cues to peers to join them. -Keep play going by responding to what others are saying or doing. -Demonstrate friendly behaviour, initiating conversations and forming good relationships with adults and peers. <p><u>40-60m</u></p> <ul style="list-style-type: none"> -Initiate conversation, attend to and take account of what others say. -Explain own knowledge and understanding and ask appropriate questions of others. -Take steps to resolve conflicts with other children. <p>ELG</p> <p>-Play co-operatively, taking turns with others. Take account of another's ideas about how to organise their activity. Show sensitivity to others needs and feelings, and form positive relationships with adults and</p>	<ul style="list-style-type: none"> Circle time – talk, listen, ask questions, contribute own feelings and ideas, value the thoughts, feelings and opinions of others. Model ways of noticing how others are feeling and comforting/helping them Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds. Review of the day – share achievements within the group. Award star of the day; discuss achievements with parents and carers. Send home praise notes. Show work to class and others, parents in celebration assembly, Head teacher and Deputy. Maintain independence and simple, orderly routines of the day. Provide familiar, predictable routines including opportunities to help in appropriate ways, brushing 	<ul style="list-style-type: none"> Hello and welcome to Apple Class! All staff in EYFS to place a strong emphasis upon building positive partnerships with all children and their families as well as promoting the children's independence as they settle into their new environment both indoors and outdoors. Establish positive relationships with parents/carers get to know them well and their child via morning meet and greet sessions, meet the teacher meetings, (plan a curriculum based on the children's needs, interests and current fascinations) Establish key worker system and inform parents of the important role the key worker plays. Encourage the children to come into school and separate from main carer 	<ul style="list-style-type: none"> Establish positive relationships with parents and carers via parent/ teacher interviews to ensure a smooth transition between home and school. Inform parents of the key worker system. Take the children on a tour of the school to meet the staff and children. Send first reading books home Send home maths challenges/ chatter bags. Establish buddy system with Y6 pupils. Choose a name for our class teddy bears and develop a diary to complete when the children take the bears home for the weekend. Invite new mum and baby into school.

<p>Critically Exploring</p> <ul style="list-style-type: none"> • Thinks of new ideas • Solves problems • Adapts • Predicts • Orders • Describes • Plans • Evaluates • Collaborates 	<p>peers. <u>Self-confidence and self-awareness ,is able to:</u> <u>30-50m</u> -Select and use appropriate resources and activities with help. -Welcome and value praise for what they have done. -Enjoy the responsibility of carrying out small tasks. -Develop the confidence to talk to other children when playing and communicate freely about home and community. -Show confidence in asking adults for help -Is more outgoing towards unfamiliar people and more confident in new social situations. <u>40-60m</u> -Speak confidently to others about own needs, wants, interests and opinions. -Describe self in positive terms and talk about abilities. ELG Confident to try new activities and say why they like some more than others. Confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. Will say when they do and do not need help. <u>Managing feelings and behaviour,</u></p>	<p>up, wiping the table, tidying away.</p> <ul style="list-style-type: none"> ◆ Take turns to use limited equipment e.g. wheeled vehicles, scooters, computer etc. ◆ Use self-help systems - aprons, signing in, snack time ◆ Choose from a wide range of activities on offer daily, selecting and choosing resources independently. ◆ Respond to suggestions to try new activities ◆ Use available resources to develop and extend own projects. ◆ Tell others about new/exciting activities, encourage friends to join in. ◆ Join in discussions about stories and books that emphasise moral issues ◆ Explore stories for this half term through role-play, small world and puppetry. ◆ Use dolls and puppets to help children consider feelings, ways to help others feel better about themselves and deal with conflicting opinions. ◆ Make available a range of music that captures different moods. ◆ Involve children in taking photographs of favourite activities to help them describe their individual preferences and opinions. 	<p>happily, meet and greet sessions, rewards for coming into school nicely, swap a sticker for a smile!</p> <ul style="list-style-type: none"> ◆ Encourage independence when entering and leaving school: hanging up coats, self-registering, putting things in trays, carrying and putting book bags in the correct place ◆ Develop the children’s self-confidence and their ability to choose their own snack, manage own personal hygiene; make simple choices, lunch time, choosing resources, playing with friends. ◆ Encourage children to put on and fasten up coat, dress and undress for P.E. ◆ Encourage the children to ask for help when needed and to say when they do not need help. ◆ Allow the children to select resources as and when they need to support and extend their learning. ◆ Show children how to tidy away resources in the correct place after use. Display photographs of the areas when tidy as a guide. Ensure all baskets have photographs of the 	<ul style="list-style-type: none"> ◆ Reception welcome assembly/ certificates. ◆ Invite parents into Apple Class to see the setting and share in the children’s achievements during their first half term in school. ◆ RWI Phonics workshop ◆ Macmillan coffee morning invite ◆ National poetry day
--	---	---	--	--

	<p>is able to</p> <ul style="list-style-type: none"> -Show awareness of own feelings and knows that some actions and words can hurt others. -Accept the needs of others and can take turns and share resources, sometimes with support from others. -Tolerate delay when needs are not immediately met and understands wishes may not always be met. -Adapt behaviour to different events, social situations and changes in routine. -Understand that own actions affect other people. -Develop awareness of the boundaries set and of behavioural expectations of the setting. -Negotiate and solve problems without aggression. <p><u>ELG:</u></p> <p>-Talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.</p>		<p>resources inside to aid independence.</p> <ul style="list-style-type: none"> ◆ Play SEAL games the name game; pass the nod, wink, smile, and squeeze. ◆ Play the welcome game; take your pen for a walk to meet a friend, say Hello when your pen touches. ◆ Participate in creative friendship activities: roll a ball painting, colour mixing with a friend... ◆ Whose smile is this? Display alongside quotes of what makes the children smile. ◆ Take the children on a tour around school and introduce them to each of our classes, children, teachers and assistants, meet Mrs Speed, Mrs Andrews and the office staff. ◆ Visit the dining hall and introduce the children to Mrs Morris who will look after them during lunch time. Explain lunch time routine and the staff who are on hand to help them. ◆ Develop '1 am Unique' board celebrating individuality and cultural diversity. ◆ Develop characteristics of effective learning board 	
--	--	--	---	--

			<p>with photographs, observations and child's voice bubbles.</p> <ul style="list-style-type: none">◆ Allow the children time to talk about their families and why the people in them are important. Decorate family trees valuing all children and their families◆ Encourage the children to talk about themselves, likes and dislikes, families and friends during circle time, 1:1 discussions, SEAL welcome activities. Link to learning challenge curriculum questions.◆ Play collaborative ring games and circle time games to establish positive friendships with others.◆ Share achievements in and out of school during our whole class and group talk time sessions.◆ Sing the star of the day song at the end of each day. Award a star of the day and discuss why they were chosen. Raise the children's achievements and encourage them to be proud of their own achievements. Display on parents board. Display and discuss 'Wow'	
--	--	--	--	--

			<p>moments from home and parents voice bubbles.</p> <ul style="list-style-type: none">◆ Discuss own and others behaviour and how positive reward scheme works. Communicate with parents via planners to let them know about the things the children are doing well in school. Encourage and praise the children for following the behavioural expectations of the setting and explain clearly and calmly what happens if they do not linked to whole school policy.◆ Explore feelings and emotions through stories, poems and rhymes linked to starting school in order to allay fears around starting school.◆ Introduce class worry monster for the children to chat to in order to allay their fears.◆ Establish friendship, support and guidance alongside Y6 buddy.◆ Welcome children to Longton Lane during a special welcome assembly.◆ Introduce the children to our whole school values and our half term focus;	
--	--	--	--	--

			<p>Respect. Explain what respect means through stories, puppetry, roleplay and real life examples on the playground and in class.</p> <ul style="list-style-type: none">◆ Think about ways of caring for ourselves and others, role play looking after baby in the home corner at the baby changing station (bathing, powdering, dressing, feeding)◆ Set up a teddy hospital, ask the children to bring a poorly doll/ teddy to school and explain what is wrong.◆ Ask a parent to bring a new baby into school◆ Provide time for children to reflect on their own successes, achievements and their own gifts and talents.◆ Ask parents to complete parents voice bubbles/ Wow star from home to evidence achievements and significant events at home	
--	--	--	--	--