

**Foundation Stage Medium Term Plan for Wrens**  
**Term 2 2017 – ‘Pumpkins & Potions, Light & Dark, Celebrate Christmas’**

Week	PSED	C&L	PD	LITERACY	MATHS	KUW	EAD
1  Pumpkin Soup  (Pumpkins & Potions)	<ul style="list-style-type: none"> <li>Devise our Class Rules together and introduce the traffic light behaviour system <i>Aware of the boundaries set, and of the behavioural expectations in the setting</i></li> </ul>	<ul style="list-style-type: none"> <li>Share half term news in a large group</li> <li>Contribute to class discussions about rules <i>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</i></li> </ul>	<ul style="list-style-type: none"> <li>PE session – find a space and travel safely</li> <li>Using real tools to drill holes and hammer nails into pumpkins <i>Experiments with different ways of moving. Handles tools safely...</i></li> </ul>	<ul style="list-style-type: none"> <li>Daily phonics sessions – see additional plan and introduce the cursive script <i>Links sounds to letters Segment the sounds in simple words Writes own name and other things such as labels...</i></li> </ul>	<ul style="list-style-type: none"> <li>Using the light panel children will be encouraged to count conker and acorns and match the correct numeral to the set <i>Recognise numerals 1-5 Counting objects to 10 Counts out 6 objects from a larger group</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about Halloween and share experiences of this festival</li> <li>Autumn Walk to observe changes in the natural environment</li> <li>Exploration of pumpkins using tools <i>Look closely at similarities, differences, patterns and change</i></li> </ul>	<ul style="list-style-type: none"> <li>Make potions and spells using different coloured water in the water tray and in the mud kitchen</li> <li>Use real tools to explore and investigate pumpkins <i>Manipulate materials to achieve a planned effect Use simple tools and techniques competently</i></li> </ul>
2  The Story of Guy Fawkes  (Fireworks Stay & Play Week)	<ul style="list-style-type: none"> <li>Reinforce our ‘Class Rules’ together and begin to use the traffic light behaviour and reward system <i>Aware of the boundaries set, and of the behavioural expectations in the setting</i></li> </ul>	<ul style="list-style-type: none"> <li>Retell the story of Guy Fawkes using small world props <i>Introduce a storyline or narrative into their play</i></li> </ul>	<ul style="list-style-type: none"> <li>PE session – travelling across mats and benches</li> <li>Using real tools – hand drills, hammers and nails <i>Experiments with different ways of moving. Handles tools safely...</i></li> </ul>	<ul style="list-style-type: none"> <li>Daily phonics sessions – see additional plan and introduce the cursive script</li> <li>Listen to and retell the story of Guy Fawkes and the houses of parliament</li> <li>Compose a sentence or two retelling the story <i>Links sounds to letters Segment the sounds in simple words Begin to break the flow of speech into words</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at 2D shapes through small group ‘discovery walks’ and playing with shapes.</li> <li>Use beads and counters on the light panel to create patterns <i>Children explore the characteristics of everyday objects and shapes and use mathematical language to describe them</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about bonfire night and how we celebrate it with our families and friends</li> <li>First visit to the ICT suite to log on to the computer and play a simple game <i>Enjoys joining in with family customs Completes a simple program on the computer</i></li> </ul>	<ul style="list-style-type: none"> <li>Create firework pictures for the display</li> <li>Make and decorate firework biscuits <i>Selects appropriate resources and adapts work where necessary. Use simple tools and techniques competently and appropriately</i></li> </ul>
3  Can’t You Sleep Little Bear?  (Light & Dark)	<ul style="list-style-type: none"> <li>Explore and investigate the ‘dark tent’ and the torches <i>Children play cooperatively, taking turns and taking account of one another’s ideas. Children are confident to try new activities</i></li> </ul>	<ul style="list-style-type: none"> <li>Investigate the dark tent with a partner <i>Listen and respond to ideas expressed by others in conversation</i></li> </ul>	<ul style="list-style-type: none"> <li>PE session – travelling across mats and benches</li> <li>Handwriting practise – writing letters in the sand/foam etc <i>Shows a preference for a dominant hand Begin to form recognisable letters</i></li> </ul>	<ul style="list-style-type: none"> <li>Daily phonics sessions – see additional plan and introduce the cursive script</li> <li>Listening to the story of ‘Little Bear’ and making appropriate comments</li> <li>Able to compose a simple sentence about the story <i>Links sounds to letters Enjoys an increasing range of books</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at 2D shapes through small group ‘discovery walks’ and playing with shapes.</li> <li>Use beads and counters on the light panel to create patterns <i>Children explore the characteristics of everyday objects and shapes and use mathematical language to describe them</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly visit to the ICT suite to log on to the computer and play a simple game</li> <li>Investigate ‘light and dark’ using the dark tent and torches <i>Look closely at similarities, differences, patterns and change Completes a simple program on the computer</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the light panel to create pictures and patterns and investigate what happens when we mix colours</li> <li>Using building blocks create dark dens and investigate with different sources of light <i>Explore what happens when they mix colours</i></li> </ul>
4  ‘Light & Dark’ contd and begin to	<ul style="list-style-type: none"> <li>Think about school value of friendship and explore what being a friend means <i>Take steps to resolve conflicts with other</i></li> </ul>	<ul style="list-style-type: none"> <li>Work in small groups to explore the theme of friendship – listening to</li> </ul>	<ul style="list-style-type: none"> <li>PE session – ‘Let’s Move’ exploring the Christmas Story</li> <li>Handwriting practise – writing</li> </ul>	<ul style="list-style-type: none"> <li>Daily phonics sessions – see additional plan and practice the cursive script</li> <li>Listening to the Christmas Story</li> <li>Able to compose a simple</li> </ul>	<ul style="list-style-type: none"> <li>Using Christmas baubles children will be working in small groups to count upto 10 and beyond.</li> <li>We will talk about</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Christmas as a Christian Celebration.</li> <li>Tell the story of the first Christmas</li> <li>Encourage children to share ideas and</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the nativity play to the children and start to learn the songs and actions</li> <li>Encourage children to think about the part</li> </ul>

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<p>introduce ‘The Christmas Story’</p>	<p><i>children</i></p>	<p>others and valuing their ideas <i>Listens and responds to ideas expressed by others in discussions</i></p>	<p>letters in sand/foam etc <i>Experiments with different ways of moving Shows a preference for a dominant hand Begin to form recognisable letters</i></p>	<p>sentence about the story <i>Links sounds to letters naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</i></p>	<p>sets of baubles and identify the set with more and less <i>Count objects up to 10 and beyond Counts an irregular arrangement of up to 10 objects Uses the language of more and fewer to compare two sets of objects</i></p>	<p>memories related to celebrating this festival <i>Enjoys joining in with family customs and routines Talk about past and present events in their own lives</i></p>	<p>they would like to play</p> <ul style="list-style-type: none"> <li>• Begin to make decorations for the classroom</li> <li><i>Begin to build a repertoire of songs and dances Explore the sound of different instruments Manipulate materials to achieve a planned effect</i></li> </ul>
<p>5 The Christmas Story</p>	<ul style="list-style-type: none"> <li>• Continue to think about being a friend and what this means <i>They understand that their own actions affect other people...they try to comfort a distressed child etc and begin to negotiate and solve problems without aggression</i></li> </ul>	<ul style="list-style-type: none"> <li>• Work in small groups to retell the Christmas story <i>They develop their own narratives and explanations by connecting ideas or events.</i></li> </ul>	<ul style="list-style-type: none"> <li>• ‘Let’s Move’ – The Christmas story part 2</li> <li>• Handwriting practise – writing letters in sand/foam etc <i>Experiments with different ways of moving Shows a preference for a dominant hand Begin to form recognisable letters They move confidently in a range of ways, safely negotiating space.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Daily phonics sessions – see additional plan and practice the cursive script</li> <li>• Handwriting practice – writing letters in sand/foam etc</li> <li>• Simple poetry – what does Christmas mean to us? <i>Links sounds to letters naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using Christmas baubles children will be working in small groups to count upto 10 and beyond.</li> <li>• We will talk about sets of baubles and identify the set with more and less <i>Count objects up to 10 and beyond Counts an irregular arrangement of up to 10 objects Uses the language of more and fewer to compare two sets of objects</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Christmas as a Christian Celebration.</li> <li>• Tell the story of the first Christmas using books, props and acting it out with the children</li> <li>• Encourage children to share ideas and memories related to celebrating this festival <i>Enjoys joining in with family customs and routines Talk about past and present events in their own lives</i></li> </ul>	<ul style="list-style-type: none"> <li>• Practice the nativity play with the children and continue to learn and rehearse the songs and actions</li> <li>• Encourage children to think about the part they would like to play</li> <li>• Continue to make decorations for the classroom</li> <li>• Design and make a Christmas card for our families <i>Begin to build a repertoire of songs and dances Explore the sound of different instruments Manipulate materials to achieve a planned effect</i></li> </ul>

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<p style="text-align: center;">6</p> <p style="text-align: center;">Variety of Christmas Stories</p>	<ul style="list-style-type: none"> <li>• Celebrations – Sharing good times with friends <i>Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do we think the characters in the Christmas story felt? <i>Give attention to what others say and respond appropriately, while engaged in another activity. Show sensitivity to others' needs and feelings</i></li> </ul>	<ul style="list-style-type: none"> <li>• Climbing frame and ropes</li> <li>• Let's Move' – The Christmas story part 3</li> <li>• Handwriting practise – writing letters in sand/foam etc  <i>Experiments with different ways of moving Shows a preference for a dominant hand Begin to form recognisable letters Move confidently in a range of ways, safely negotiating space.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Daily phonics sessions – see additional plan and practice the cursive script</li> <li>• Handwriting practice – writing letters in sand/foam etc</li> <li>• Writing in our Christmas cards to our families <i>Links sounds to letters naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Write simple sentences which can be read by themselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>• Looking at telling the time to 'o clock' and 'half past' – sequencing events in the day. <i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Christmas as a Christian Celebration.</li> <li>• Tell the story of the first Christmas using books, props and acting it out with the children</li> <li>• Encourage children to share ideas and memories related to celebrating this festival <i>Enjoys joining in with family customs and routines Talk about past and present events in their own lives</i></li> </ul>	<ul style="list-style-type: none"> <li>• Practice the nativity play with the children and continue to learn and rehearse the songs and actions</li> <li>• Encourage children to think about the part they would like to play</li> <li>• Continue to make decorations for the classroom</li> <li>• Design and make a Christmas card for our families <i>Begin to build a repertoire of songs and dances Explore the sound of different instruments Manipulate materials to achieve a planned effect</i></li> </ul>
<p style="text-align: center;">7</p> <p style="text-align: center;">Nativity Week!!</p>	<ul style="list-style-type: none"> <li>• Performing the nativity play to family and friends <i>Confident to speak to others about own wants, needs, opinions and interests Can describe themselves in positive terms and talk about their abilities</i></li> </ul>	<ul style="list-style-type: none"> <li>• Speaking aloud in front of an audience as we perform our nativity play <i>Express themselves effectively, showing awareness of the listeners' needs</i></li> </ul>	<ul style="list-style-type: none"> <li>• Climbing frame and ropes</li> <li>• Let's Move' – The Christmas story part 3</li> <li>• Handwriting practise – writing letters in sand/foam etc  <i>Experiments with different ways of moving Shows a preference for a dominant hand Begin to form recognisable letters Move confidently in a range of ways, safely negotiating space.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Daily phonics sessions – see additional plan and practice the cursive script</li> <li>• Handwriting practice – writing letters in sand/foam etc</li> <li>• Writing in our Christmas cards to our families <i>Links sounds to letters naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Write simple sentences which can be read by themselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>• Looking at telling the time to 'o clock' and 'half past' – sequencing events in the day. <i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Christmas as a Christian Celebration.</li> <li>• Tell the story of the first Christmas using books, props and acting it out with the children</li> <li>• Encourage children to share ideas and memories related to celebrating this festival <i>Enjoys joining in with family customs and routines Talk about past and present events in their own lives</i></li> </ul>	<ul style="list-style-type: none"> <li>• Perform the nativity play to family and friends</li> <li>• Continue to make decorations for the classroom</li> <li>• Finish making a Christmas card for our families</li> <li>• Bake Christmas cookies <i>Begin to build a repertoire of songs and dances Explore the sound of different instruments Manipulate materials to achieve a planned effect</i></li> </ul>