



Foundation 2

Medium Term Plan

Term 4

Personal, Social and Emotional Development

Plays in a group extending play ideas. Initiates play. Keeps play going by responding to what others say or do. Demonstrate friendly behavior to peers and adults. Expresses preferences. Welcomes praise. Enjoys carrying out small tasks. Confident in social situations. Confident to talk to other children and ask adults for help. Responds to others. Tries to help. Cooperates with some boundaries. Aware of own feelings. Shares. Adapts behavior to events. Understands that actions affect other people.

Communication and Language

Listens to others and stories. Joins in with repeated refrains. Able to follow instructions. Understand simple and more complex sentences. Develop simple concepts. Prepositions. Responds to instructions. Understands use of objects. Begins to understand how and why questions. Begin to ask a variety of questions. Use nouns, verbs and adjectives. Learns and uses new words rapidly. Begin to use word endings. Use and and because. Retells a past event. Uses talk to connect ideas. Questions why things happen. Use a range of tenses. Vocab. Uses talk in pretending.

Physical development

Moves freely with confidence. Walks up stairs using alternate feet. Runs skillfully, avoiding obstacles. Stand on 1 foot. Kicks and Catches a large ball. Use 1 handed tools. Holds pencil between thumb and two fingers and use with good control. Copy letters from name. Tells adults when hungry. Observe the effect of activity on their body. Understand tool safety. Wash and dry hands. Begin to recognize danger. Dresses with help. Begin to be independent in self-care.

Light and Dark

Literacy

Has some favourite stories, rhymes. Repeats words or phrases from familiar stories. Enjoys rhyming activities. Joins in with stories and poems. Begins to be aware of story structure. Suggest how a story may end. Describe story setting, events and characters. Recognises familiar signs. Looks at books independently. Handles books carefully. Distinguishes between different marks made. Sometimes gives meaning to marks as the draw and paint. Ascribes meanings to marks that they see in different places. Gives meanings to marks as they write and paint.

Mathematics

Knows numbers identify how many objects in a set. Matches numeral and quantity correctly. Offers comments or asks questions about numbers. Compares 2 groups and says when they are the same. Separates a group of 3 or 4 objects in different ways Interested in numbers in the environment. Interested in represented numbers. Realises that anything can be counted. Categorises objects. Plays with shapes. Awareness of similarities of shapes. Sustained construction activities. Interested in shape in the environment. Talks about the shape of everyday objects. Use names of 2d shapes.

Understanding the world

Learns they have similarities and differences to others. Shows interest in familiar people's lives. Talks about significant events in their life. Describe special times. Interested in different occupations and ways of life. Knows some things makes them unique and can talk about similarities and differences about friends and family. Talks about what they have observed. Talks about why things happen. Develop understanding of growth and decay. Dare and concerned for living things. Turns on and operates ICT. Interested in technological toys or real objects. Shows skill in making toys work.

Creative development

Experiments with blocks, colour and marks. Enjoys joining in with dancing. Sings a few songs. Moves rhythmically. Uses lines to enclose a space – represent objects. Beginning to describe texture. Explores colour. Used various construction. Builds a repertoire of songs and dances. Explore mixing colour. Use different media for effect. Sings to self and makes up songs. Imitate adults. Engage in imaginative role play. Builds stories around toys. Use resources to create props. Use a range of media. Create simple representations Choose colour for a purpose.