

KG Medium Term Planning 2019/2020

Physical Development

Learning Objectives (30 - 50 months)

Moving and Handling

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name

Health and Self-care

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Main focus is on building fine motor skills. Activities introduced throughout the 3 terms remain on the shelf and children continue to have access to them as they practise their skills.

Play dough → Going to the bathroom independently → Moving their bodies to music → Handling equipment appropriately → Gross and fine motor skills: pushing, throwing, catching and kicking, hopping and jumping → Co-ordination Skills: control and co-ordination in large and small movements → Dressing and undressing independently (putting on a jacket / shoes / socks) → Snack time → Playing on playground equipment safely → Use of pencils, paint and other medium to complete activities: Drawing and colouring → Building of puzzles and use of construction toys → Sewing cards and threading beads → Dressing up during role play → Sand and water play → Play Dough modelling → Tracing shapes, numbers and sounds → Number and letter formation → Taking out of lunchboxes at snack time and eating snack → Hanging up bags when arriving at school and after eating

Autumn Term

Pouring (solids, liquids) → Tearing paper → Painting with large paintbrushes → Transferring (spooning, sponging, tonging) → Threading → Collage → Introduction to plastic scissors → Using clothes pegs → Folding cloth/paper → Opening and closing containers → Pin pushing

Spring Term

Screwing and unscrewing containers → Threading into small holes → Matching locks and keys → Food preparation (cutting, washing, peeling, grating, juicing) → Letter formation

Summer Term

Letter formation

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Communication and Language

Learning Objectives (30 - 50 months)

Listening and attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

Understanding

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Role Play → Words of the week (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development) → The reading and discussion of Fiction Books (related to Understanding the World and Personal; Social and Emotional Development) → The reading and discussion of Non-fiction books (related to Understanding the World) → Songs and Nursery Rhymes (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development) → General Classroom routine and rules → Pictorial representation of the book that was read in class → Circle Time presentation and discussion → Topic Talk (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development)

Autumn Term

General sound discrimination: Environmental Sounds: children's awareness is raised of the sounds around them and their listening skills are developed. → General sound discrimination: instrumental sounds: children's awareness of sounds made by various instruments and noise makers is developed. → General sound discrimination: body percussion: children's awareness of sounds and rhythms is developed. → Rhythm and Rhyme: children's appreciation and experiences of rhythm and rhyme in speech is developed. → Alliteration: focus is on initial sounds of words. → Voice sounds: children are taught how to distinguish between different vocal sounds and to begin oral blending and segmenting → Oral blending and segmenting: the main aim is to develop oral blending and segmenting skills.

Spring Term

Opposites → Prepositions

Personal, Social and Emotional Development

Learning Objectives (30 - 50 months)

Making Relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self Confidence and Self-awareness

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

Managing Feelings and Behaviour

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Rules and regulations of the class / school → Playing and working together in the classroom and playground → Children are encouraged to understand and manage their feelings → Appropriate social skills are modelled and encouraged (sharing, taking turns, joining in, being kind) → Children are encouraged to become independent and self-confidence and self-esteem → Role-play.

Autumn Term

Golden Rules Stories: (1) We are kind and helpful, we don't hurt anybody's feelings (2) We are gentle, we do not hurt others (3) We listen, we don't interrupt (4) We are honest, we don't cover up the truth (5) We work hard, we don't waste time (6) We look after property, we don't damage things.

Spring Term

Making relationships → Self-confidence and self-esteem → Behaviour and self-control → Sense of community → Self-care

Summer Term

Self-care → Dispositions and Attitudes

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Literacy

Learning Objectives (30 - 50 months)

Reading

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Phonics Scheme: Letters and Sounds, supplemented by songs and actions

The reading and discussion of Fiction Books (related to Understanding the World and Personal; Social and Emotional Development) → The reading and discussion of Non-fiction books (related to Understanding the World) → Songs and Nursery Rhymes (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development) → Emergent Writing: Pictorial representation of the book that was read in class or other theme.

Autumn Term

Phonics: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r

Spring Term

Phonics: h, b, f, l, j, v, w, x, y, z → Blending (-at, -am, -an, -ed) → Revision of sounds

Summer Term

Revise all sounds → Blending (-en, -in, -it, -ox, -ut)

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Maths

Learning Objectives (30 - 50 months)

Numbers

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shape Space and Measure

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Learning Opportunities

Autumn Term

Shapes (square, circle, triangle, rectangle, oval, star, heart, diamond, cross) → To be able to read, write and count the number 0 - 10 → Rote counting 0 - 10 → Sorting and categorising → Continuing patterns (shape and colour) → Creating patterns (shape and colour) → Counting backwards from 10

Spring Term

Revision of all shapes and numbers learnt → One more up to 10 → Language of size: big/small → Language of weight: heavy/light → Language of length: short/long → Language of capacity: full/empty → One less from 10 → Rote counting up to 20 → To be able to read, write and count the number 11 - 20 → Addition within units → Subtraction within units → Time sequence

Summer Term

Revision of all shapes learnt and numbers learnt → Subtraction within units

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Understanding the World

Learning Objectives (30 - 50 months)

People and Communities

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- 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.

The World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- 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.

Technology

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- 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.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Role Play and small world play → Circle Time discussions → Playing during class or break time

Autumn Term

Topic: My school

Classroom rules and regulations

Topic: Myself

I am special → I will be → Emotions: Mood Monsters → How can I be a good friend? → Friendship and kindness → We are all different → My home and family → My body: how I am growing and changing → Staying healthy: food, exercise and cleanliness → My senses: sight, hearing, smell, taste and touch

Topic: People who help us

Home → School → Medical

Understanding the World

Learning Opportunities

Spring Term

Topic: People who help us

Law enforcement (police, fire)

Topic: Transportation

Roads and railways → Pushes and pulls → Sea → Sink and float → Air

Topic: Out in the garden

Insects (focus on butterfly life cycle) → All types of insects → Mini beast (focus on frog life cycle) → Plants (parts of) and seeds

Topic: Weather

Types of weather → Seasons (summer, autumn, winter, spring) → What clothes to wear to suit the weather

Topic: Creatures

Farm animals and pets → Jungle animals → Safari animals

Summer Term

Topic: Creatures

Under the sea

Topic: Fantasy

Pirates → Superheroes → Fairy Tales → Monsters

Expressive Art and Design

Learning Objectives (30 - 50 months)

Exploring and Using Media and Materials

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

Being Imaginative

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Sorting activities using colours → Songs / Movement / Use of Instruments → To engage in imaginative play and role play → Activities related to topic work. → Picture talk: children draw a picture related to the story that has been read to them.

Autumn Term

Learning to identify colours (red, yellow, blue, green, orange, brown, pink, white, purple, black, grey)

Characteristics of Effective Learning

Learning Objectives (30 - 50 months)

Playing and exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning

- Being involved and
- Concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things and finding new ways

Learning Opportunities

Autumn Term / Spring Term / Summer Term

All classroom activities, learning and interaction between the adults and the children will encourage the children to:

Show curiosity about objects, events and people • Use senses to explore the world around them • Engage in open-ended activity • Show particular interests

Pretend objects are things from their experience • Represent their experiences in play • Take on a role in their play • Act out experiences with other people

Initiate activities • Seek challenge • Show a 'can do' attitude • Take a risk, engage in new experiences, and learn by trial and error

Maintain focus on their activity for a period of time • Show high levels of energy, fascination • Not easily distracted • Pay attention to details

Persist with activity when challenges occur • Show a belief that more effort or a different approach will pay off • Bounce back after difficulties

Show satisfaction in meeting their own goals • Be proud of how they accomplished something - not just the end result • Enjoy meeting challenges for their own sake rather than external rewards or praise

Think of ideas • Find ways to solve problems • Find new ways to do things

Making links and notice patterns in their experience • Make predictions • Test their ideas • Develop ideas of grouping, sequences, cause and effect

Plan, make decisions about how to approach a task, solve a problem and reach a goal • Check how well their activities are going • Change strategy as needed • Review how well the approach worked