

Autumn Term 2 2024
Foundation Stage – Pre-School medium term plan
How do we get there?

The Pre-school curriculum has been created to meet the needs of the children at Roskear. When creating our curriculum, we have used our knowledge of the children, the community in which we serve and a variety of relevant documents such as “Development matters” and “Birth to 5”.

Area of Learning	Week 1 – 4th Nov 24 Cars	Week 2 – 11th Nov 24 Trains	Week 3 – 18th Nov 24 Boats	Week 4 – 25th Nov 24 Planes	Week 5 – 2nd Dec 24 Construction	Week 6 – 9th Dec 24 Bus	Week 7 – 16th Dec 24 Rockets and Party days
PSED through other six areas of learning	<p>Begin to show effortful control. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>E.g - Ride on cars outside / cars with a drainpipe to take turns.</p>	<p>Develop friendships with other children.</p> <p>E.g - Make a train using chairs (Inside/outside). Children playing together.</p>	<p>Establish their sense of self.</p> <p>E.g - Knowing their own mind making their own boats. Do they float? Do they sink?</p>	<p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>E.g - Make own planes and see how well they fly.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>E.g - Using construction role play outside. “I can see it is hard to wait but we have to share”.</p>	<p>Engage with others through gestures, gaze and talk.</p> <p>E.g - Playing bus role play with tickets to ride on the bus etc.</p>	<p>Safely explore emotions beyond their normal range through play and stories.</p> <p>E.g - Read the story “Whatever next!”. Talk to the children about how the bear might feel etc.</p>
CLL -plus daily 10min letters and sounds	<p>Develop pretend play “Putting the baby to sleep.” Or “Driving the</p>	<p>Understand simple questions about “Who” “What” and “Where” (but generally not</p>	<p>Listen and respond to a simple instruction.</p> <p>E.g -Can you</p>	<p>Identify familiar objects and properties for practitioners when they are described - for example “Katie’s</p>	<p>Understand single words in context - “Cup” “Milk” “Daddy”.</p> <p>E.g - Small</p>	<p>Understand simple instructions like “Give to Nanny.” Or “Stop”.</p> <p>E.g – Sing wheels on the bus. Use “Wheels</p>	<p>Listen to simple stories and understand what is happening, with the help of pictures.</p>

	<p>car to the shops"</p> <p>E.g - Car role play outside / inside. "I wonder where I could go in my car?" "Maybe to the beach?"</p>	<p>"Why")</p> <p>E.g - Small world train track "Who has the blue train?" "Where is the train going?"</p> <p>Use LLLI methods and give 10 secs to answer. (On LLLI pre-school plan).</p>	<p>find a friend to row the boat with? Row your boat. Rock the boat. Give your friend a high five - well done!</p>	<p>coat" "Blue car" "Shiny apple".</p> <p>E.g - Small plane / sky tuff spot. Talk about planes etc - "Shiny plane" "White cloud" "Shiny sky"</p>	<p>construction site in tuff spot. Use simple words such as "Digger" "Pasta" "Road" "Heavy" "Tall" "Small" "More" "Share"</p>	<p>on the bus" book to sing along and understand new simple sentences.</p>	<p>E.g - Listen to the "Space rocket song" online. Talk about the story using pictures from the book.</p>
Maths	<p>Complete inset puzzles.</p> <p>E.g - Using vehicle / transport type puzzles for the children to complete.</p>	<p>Compare amounts, saying "Lots" "More" or "Same"</p> <p>E.g - Using small sorting vehicles to sort. Use words / sentences such as "LOTS of trains" "I have the SAME car!"</p>	<p>Develop counting - like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>E.g - Small world beach / boat scene. Counting boats, stones etc.</p>	<p>Build with a range of resources.</p> <p>E.g - Using cardboard boxes / blocks to make own planes.</p>	<p>Compare sizes, weights etc. Using gesture and language - "Bigger/ little / smaller" "High / low" "Tall" "Heavy" "Light"</p> <p>E.g - Using construction type blocks - building towers "Tall" "Small" etc.</p>	<p>Notice patterns and arrange things in patterns.</p> <p>E.g - Bus shapes to create / decorate with patterned materials.</p>	<p>Take part in finger rhymes with numbers.</p> <p>E.g - 1,2,3,4,5 songs. Sing 5 little men using fingers / props</p>
Literacy plus daily 10min letters and sounds	<p>Notice some print, such as the first letter of their name, a bus or door number or a familiar logo.</p> <p>E.g - Cars outside with familiar logo's such as</p>	<p>Repeat words and phrases from a familiar story.</p> <p>E.g - Read stories the children may know. For example - Bear hunt.</p>	<p>Add some marks to their drawings, which they give meaning to. For example "That says Mummy!"</p> <p>E.g - Free flow mark making for the children to express what</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>E.g - Song time with the children for them to be able to join in with the actions and words.</p>	<p>Have favourite books and seek them out, to share with an adult, with another child or to look at alone.</p> <p>E.g - Books inside and outside for the children to look</p>	<p>Develop stories around favourite stories using props.</p> <p>E.g- Wheels on the bus. Going on a bear hunt. Small world play linked to favourite books - 3 little pigs etc.</p>	<p>Enjoys songs and rhymes, tuning in and paying attention.</p> <p>E.g - Offering song time for the children to join in with some familiar songs and rhymes.</p>

	"Tesco" "Morrisons" etc.		they have drawn.		at freely. Encourage children to share stories with friends or to look at them on their own whilst having some quiet time,		
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UW	<p>Repeat actions that have an effect.</p> <p>E.g. Cars outside with paint / water for the children to ride through and mark make with.</p>	<p>Explore natural materials, indoors and outside.</p> <p>E.g - Using trains to go on a nature adventure outdoors. What can you find when on the train?</p>	<p>Explore natural materials indoors and outside.</p> <p>E.g. Using boxes, tyres, tuff spots to create their own boats.</p>	<p>Explore materials with different properties.</p> <p>E.g. Make ice with vehicles to explore melting.</p>	<p>Explore material with different properties.</p> <p>E.g - Treasure baskets that relate to space such as tin foil, balls of different texture (Planets), Rockets, planes, lights. Maybe make a dark den for sensory items / play.</p>	<p>Explore natural materials indoors and outside.</p> <p>E.g. Using for, grass, bark, stones cones to make a mini construction site.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>E.g- Bus trips lead to bug hunts. What bugs can you find in the garden?</p>
PD	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>E.g - Using cars/ bikes outside for all children.</p>	<p>Clap and stamp to music.</p> <p>E.g. Clap/stamp a friends name with me.</p>	<p>Gradually gain control of their whole body through continual practice of large movements.</p> <p>E.g. Action dancing - stomp like an elephant/ slither like a snake.</p>	<p>Put themselves into space such as tunnels, dens and large boxes.</p> <p>E.g. Use cardboard boxes to create dens/tunnels.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>E.g. Have buckets as targets to throw balls into. Draw rockets on the floor for the balls to land in.</p>	<p>Explore different materials and tools.</p> <p>E.g - Using playdough to build with. Brushes to mark make. Shells / stones in construction site tuff spot.</p>	<p>Walk, run, jump and climb and start to use stairs independently.</p> <p>E.g. Obstacle course outside to promote a range of movements.</p>
EAD	<p>Start to develop pretend play, pretending that one object represents another.</p> <p>For example, a child holds a wooden block to</p>	<p>Explore paint using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>E.g. Finger painting to make marks.</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>E.g - Junk</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>E.g. Sing nursery rhymes.</p>	<p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>E.g- Can we use the instruments to make rocket</p>	<p>Make simple models which express their ideas.</p> <p>E.g - Using items to make construction vehicles such as</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>E.g - Free flow mark making such</p>

	<p>her ear and pretends it's a phone</p> <p>E.g - Making food for their friends in the mud kitchen outside / role play kitchen inside.</p>		<p>modelling making their own boats. Will they sink? Float?</p>		<p>sounds. (Loud, quiet, blast off etc).</p>	<p>material, boxes, stickle bricks.</p>	<p>as paint, paint dabbers, pens, pencils, crayons, chalk etc.</p>
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