

Spring term 1 2025
Foundation Stage – Pre-School medium term plan
Where do animals live?

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 – 6th Jan 25 Creepy Crawlies	Week 2 – 13th Jan 25 Dinosaurs	Week 3 – 20th Jan 25 Farm Animals	Week 4 – 27th Jan 25 Jungle animals	Week 5 – 3rd Feb 24 Sea animals	Week 6 – 5th Feb Sky Animals
PSED through other six areas of learning	Develop friendships with other children. E.g. Going on bug hunts outside. Working together to find them.	Express preferences and decisions. E.g. talk about our favourite dinosaurs and creating/ decorating our own.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. E.g - Looking at all farm animals and identifying differences such as cows look different etc.	Play with increasing confidence on their own and with other children because they know their key worker is close by. E.g. Independently accessing resources alongside their friends.	Talk about their feelings in more elaborated ways. E.g. I'm sad because... E.g. Looking at the emotion game (faces and feelings). Read the rainbow fish story to encourage feeling chat.	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. E.g. - Cars / bikes outside.
CLL -plus daily 10min letters and sounds	Identify familiar objects and properties for practitioners when they are described for example "Katie's coat" "Blue Car" "Shiny apple". E.g. - Sorting bugs into colours, how	Develop pretend play. E.g. - Dinosaur swamp tuff spot.	Listen to simple stories and understand what is happening, with the help of pictures. E.g. Read Old MacDonald had a Farm and ask questions.	Start to develop conversations. Often jumping from topic to topic. E.g. Talk about different animals, which will lead to other favorite things.	Understand simple instructions like "Give to Nanny" or "Stop". E.g. Can you find the Fish? Where does the Fish live, in the sea or Jungle?	Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. E.g. - Giving the children chances to choose their own activities. Using LLLI strategies.

	many eyes/ legs etc.					
Maths	<p>Build with a range of resources.</p> <p>E.g. Making a house for the creepy crawlies to live in</p>	<p>Compare sizes, weights etc using gestures and language such as "bigger/little/ smaller". "High/ low" "Tall" "Heavy".</p> <p>E.g. - Measuring dinosaurs and exploring their differences etc.</p>	<p>Compare amounts, saying lots, more and same.</p> <p>E.g. Group various farm animals and count them.</p>	<p>Count in everyday context, sometimes skipping numbers.</p> <p>E.g. Singing 5 Little Ducks.</p>	<p>Take part in finger rhymes including numbers.</p> <p>E.g. Sing 5 Little Ducks.</p>	<p>Complete inset puzzles.</p> <p>E.g. Use peg inset puzzles on tabletops.</p>
Literacy plus daily 10min letters and sounds	<p>Add some marks to their drawings which they give meaning to, for example "That says Mummy".</p> <p>E.g. - Mark making with gloop and creepy crawlies.</p>	<p>Enjoy drawing freely.</p> <p>E.g. - Free range drawing. Sand tray with brushes and mark making tools</p>	<p>Have favorite books and seek them out, to share with an adult, with another child or to look at on their own.</p> <p>E.g. - Stories relating to topics for the children to read on their own or with friends.</p>	<p>Develop play around favorite stories using props.</p> <p>E.g. - Sea animal tuff spot to encourage small world play.</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo.</p> <p>E.g. - 5 little ducks songs / visual song board for the children to copy or sing to.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number or familiar logo.</p> <p>E.g. - Nature walks with the children to see what they can find / discover.</p>

UW	<p>Explore and respond to different natural phenomena</p> <p>E.g. Making jungle dens outside, with leaves and branches.</p>	<p>Explore materials with different properties</p> <p>E.g. Making a sensory seaside tuff spot using a variety of resources for the children to explore.</p>	<p>Repeat actions that have an effect.</p> <p>E.g. making dinosaur footprints in sand/playdough etc.</p>	<p>Explore natural materials indoors and outside.</p> <p>E.g. Using for cones/grass/ flowers to feed the farm animals.</p>	<p>Explore materials with different properties.</p> <p>E.g. Make ice to explore melting.</p>	<p>Explore and respond to different natural phenomena.</p> <p>E.g. make a bird nests using shredded paper/hay.</p>
PD	<p>Pass things from one hand to the other.</p> <p>E.g. Pass the band from me to you.</p>	<p>Gradually gain control of their whole body through continual practice of large movements.</p> <p>E.g. Action dancing for the children to follow instructions. Jumping, Running, Stomping etc.</p>	<p>Clap and stamp to music.</p> <p>E.g. Clap/stamp a friends name with me.</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>Build independently using a range of resources.</p> <p>E.g. Use small and large blocks to make models.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>E.g. Have buckets as targets to throw balls into.</p>
EAD	<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>Move and dance to music.</p> <p>E.g - Free flow music for the children to dance to.</p>	<p>Make rhythmical and repetitive sounds.</p> <p>E.g. sing counting rhymes.</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>E.g. Sing nursery rhymes.</p>	<p>Enjoy and take part in action songs such as 'Twinkle, Twinkle'.</p> <p>E.g. Sing The Wheels on the Bus.</p>	<p>Start to develop pretend play.</p> <p>E.g. Making dinner for friends in the home corner/mud kitchen.</p>