

Foundations at Thurcroft Medium Term Planning 2024-2025

Have a Love for Reading	Be Resilient	Communicate Effectively	Be Respectful
Term	Autumn	Spring	Summer
Communication and Language			
Listening, Attention and Understanding	<p>Goal 1</p> <p>To listen to stories and remember much of what happens</p> <p>Sings a large repertoire of songs and rhymes</p>	<p>Goal 2</p> <p>To understand a question that has 2 parts</p>	<p>Goal 3</p> <p>To understand why questions</p>
Key Vocabulary	recall, events, join in, actions, listen, look, sing, rhyme	who, what, where, answer, question, respond	question, why, because, respond, answer, talk, discuss, listen, understand
Speaking	To use talk to organize themselves and their play	<p>To start a conversation with an adult or friends and continue for many turns</p> <p>To use a wider range of vocabulary</p>	<p>To express a point of view and debate using words and actions</p> <p>To say multisyllabic words</p>
Key Vocabulary	speak, other, friend, turn, share	chat, conversation, view, opinion, thoughts, idea, decide,	Voice, opinion, idea, point of view, conversation, sunflower, Caterpillar, communication, conversation

<p><i>Observation Checkpoints</i></p>	<p><i>Can the children shift from one task to another if their attention is fully obtained?</i></p>	<p><i>Are the children using 4-6 words? Are children using future and past tense correctly?</i></p>	<p><i>Can children use sentences joined up with words like 'and' 'or' 'because'?</i></p> <p><i>Can the children answer simple questions?</i></p>
<p><i>FS1 Key skill</i></p>			<p><i>Can children follow our 3 nursery rules?</i></p>

<i>Term</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Personal, Social and Emotional Development</i>			
<i>Building Relationships</i>	<p><i>Goal 1</i></p> <p><i>To become more outgoing with unfamiliar people (In safe context)</i></p>	<p><i>Goal 2</i></p> <p><i>To play with other children, extending and elaborating their play ideas</i></p>	<p><i>Goal 3</i></p> <p><i>To begin to understand how others might feel</i></p> <p><i>To support a friend where they are upset</i></p>
<i>Key Vocabulary</i>	<i>confidence, friendly, sociable, approach, who</i>	<i>engage, idea, together, role, you, decide, turn, share</i>	<i>emotions, feelings, sad, angry, upset, scare, frightened, happy, hug, smile, friendly, play</i>
<i>Self-Regulation</i>	<p><i>Goal 1</i></p> <p><i>To independently select and use activities and resources</i></p>	<p><i>Goal 2</i></p> <p><i>To develop their sense of responsibility and membership to a community</i></p> <p><i>To talk about feelings using correct vocabulary</i></p>	<p><i>Goal 3</i></p> <p><i>To use talk to solve conflicts</i></p>

Key Vocabulary	<i>equipment, need, tools, choose, resource, find, plan, idea, manage, independent, myself,</i>	<i>community, world, family, emotions, excited, sad, upset, happy, ecstatic, fear, calm, help</i>	<i>share, take turn, sand timer, patient, decide, role, because, rules, kind, friend</i>
Managing Self	<p>Goal 1</p> <p><i>To follow rules and understand why they are important</i></p>	<p>Goal 2</p> <p><i>To take turns and share fairly</i></p>	<p>Goal 3</p> <p><i>To show more confidence in new social situations</i></p> <p><i>To develop ways of being assertive</i></p>
Key Vocabulary	<i>rule, important, follow, kind, because, careful, helpful, respect, help</i>	<i>Turn, share, fair, my, then, game, timer,</i>	<i>Confident, situation, comfortable, ease, ambitious, assertive, organised</i>

<p>Observation Checkpoints</p>	<p>Can the children settle to some activities for a while?</p>	<p>Does the child play alongside others or do they always play alone?</p> <p>Do the children take part in imaginative play?</p> <p>Does the child need reminders of the rules?</p>	<p>Can children negotiate solutions to conflicts in play?</p> <p>Do the children seem worried, angry or sad a lot of the time?</p> <p>Do any children still flit from one activity to another?</p> <p>Do any children stay for over-long periods of time doing the same thing and become distressed if they are encouraged to do something different?</p>
<p>FS1 Key skill</p>	<p>Can the children join in with tidy up time purposefully?</p>	<p>Can the child follow the Choose it, use it, put it away tidying rule?</p>	<p>Can children play with resources and equipment correctly?</p>

Term	Autumn	Spring	Summer
Physical Development			
<p>Self-Care</p>	<p>Goal 1</p> <p>To start to eat independently and begin to use a knife and fork correctly</p>	<p>Goal 2</p> <p>To be increasingly independent in meeting their own care needs</p>	<p>Goal 3</p> <p>To be increasingly independent in getting themselves dressed and undressed</p>

		<i>To match their developing physical skills to tasks and activities in the setting</i>	<i>To make healthy choices and food and drink and activity and toothbrushing</i>
Key Vocabulary	<i>grasp, hold, cutlery, pressure, thumb, cut, stab, scoop, handle</i>	<i>Toilet, wash, dry, independent, myself, try, persevere, have a go, skill, wet, dry, clean, dirty, hygiene</i>	<i>Pull, arm, over, in, fasten, zip, healthy, nutritious, teeth, brush, toothpaste, decay, cavities, dentist,</i>
Fine/Gross Motor skills	<p>Goal 1</p> <p><i>To continue to develop their movement, balancing, riding and ball skills</i></p> <p><i>To skip, hop, stand on one leg and hold a pose for a game</i></p> <p><i>To go up steps using alternate feet</i></p>	<p>Goal 2</p> <p><i>To start taking part in some group activities which they make up themselves or in teams</i></p> <p><i>To show a preference for a dominant hand</i></p> <p><i>To use a comfortable pencil grip with good control when holding pens and pencils</i></p> <p><i>Take part in circle games using a variety of movements</i></p>	<p>Goal 3</p> <p><i>To collaborate with others to manage large items</i></p> <p><i>To use one handed tools and equipment</i></p> <p><i>To choose their own resources to carry out their own plan</i></p> <p><i>To select correct resources to carry out their own plan</i></p>
Key Vocabulary	<i>Balance, ride, pedal, catch, throw, body, movement, fast, slow, push, pull, hold, climb, walk, run, alternate, feet, up, down</i>	<i>team, competitive, win, lose, first, last, hand, left, right, hold, grip, up, down, around, under, over</i>	<i>Together, idea, plan, task, equipment, resource, need, hand, hold,</i>

Observation Checkpoints	Do any children appear underweight, overweight or have poor dental hygiene? Do children use large muscle movements?	Are children reliably dry during the day? Are children able to remember a sequence of movements which are related to rhythm and music?	
FS1 Key skill	Can the children sit on a chair, to a table correctly?	Can they put on their coat independently?	Can children take off and put on their own jumper independently?

Term	Autumn	Spring	Summer
Literacy Development			
Reading	Goal 1 To talk about print in the environment To join in with familiar stories using words and actions To recognise their name card	Goal 2 To hold a book correctly, turning the pages and following the text with their finger To spot and suggest rhymes	Goal 3 To name different parts of a book (front cover, title, beginning, middle, end, words, pictures) To engage in conversations about familiar stories and discuss new vocabulary To begin to orally blend CVC words

Key Vocabulary	<i>Sign, labels, logo, song, actions, over, under, name, letters, beginning, first, surname</i>	<i>Hold, text, page, front cover, care, rhyme, same ending, hear, listen</i>	<i>Cover, title, text, words, letters, sounds, pictures, story, characters, book, conversation, who, what, why,</i>
Writing	<p>Goal 1</p> <p><i>To ascribe meanings to marks they make (words)</i></p>	<p>Goal 2</p> <p><i>To use their knowledge of letters and print to develop their early writing skills</i></p>	<p>Goal 3</p> <p><i>To say sentence about a character/picture/object</i></p> <p><i>To hear and write the sounds of some familiar words</i></p>
Key Vocabulary	<i>picture, draw, family, this, is, I, me</i>	<i>letters, sounds, phonics, initial, print, text, words</i>	<i>this, because, why, when, who, what, where, sounds, letter, recognise, before,</i>
Observation Checkpoints			
FS1 Key skill			<i>Do the children have the correct pencil grip?</i>

Term	Autumn	Spring	Summer
Mathematics			
Number	<p>Goal 1</p> <p><i>To sing number songs</i></p>	<p>Goal 2</p> <p><i>To 'show' finger numbers to 5</i></p>	<p>Goal 3</p> <p><i>To recite numbers to 10</i></p>

	<p><i>To recite numbers to 5</i></p> <p><i>To compare quantities using mathematical language “more than, less than”</i></p>	<p><i>To count 5 objects accurately and match amounts to the correct numeral</i></p>	<p><i>To subitise to 3</i></p> <p><i>To solve mathematical problems with up to 5 objects</i></p>
<p>Key Vocabulary</p>	<p><i>number, order, sequence, more, less, because, why, numbers, songs, count, 1-5</i></p>	<p><i>count, show, finger number, correctly, amount, 1-5, numeral, total, quantity, how many,</i></p>	<p><i>recite, order, highest, lowest, recognise, amount, many, problem, solve, idea, objects, count, corresponding</i></p>
<p>Shape, pattern and Measure</p>	<p>Goal 1</p> <p><i>To understand positional language</i></p> <p><i>To talk about patterns around them using informal language</i></p> <p><i>To describe a familiar route</i></p>	<p>Goal 2</p> <p><i>To name, describe and explore 2D shapes</i></p> <p><i>To extend and create a repeating patten (ABAB)</i></p> <p><i>To talk about and identify patterns around them</i></p> <p><i>To select shapes appropriately for tasks</i></p>	<p>Goal 3</p> <p><i>To talk about, explore and use 3D shapes</i></p> <p><i>To make comparisons between height, length, weight and capacity</i></p> <p><i>To notice and correct errors in patterns</i></p> <p><i>To describe a sequence of events in order using the correct vocabulary</i></p>

<i>Key Vocabulary</i>	<i>position, under, over, behind, in front, route, map, pattern, spotty, stripey, repeating, symmetrical</i>	<i>shapes, 2D, flat, pattern, repeat, continue, recognise, notice, triangle, square, circle, rectangle, oval, diamond</i>	<i>talk, recognise, select, 3D, sphere, cylinder, cuboid, prism, cube, error, mistake, height, tall, short, long, short, heavy, light, full, empty, half, error, mistake</i>
<i>Observation Checkpoints</i>			
<i>FS1 Key skill</i>			

<i>Term</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Understanding the World</i>			

<p><i>Past and Present</i></p>	<p>Goal 1</p> <p><i>To make sense of their own life story and family history</i></p>	<p>Goal 2</p> <p><i>To talk about an event from their past</i></p>	<p>Goal 3</p> <p><i>To talk about how they have changed from being a baby to now</i></p>
<p>Key Vocabulary</p>	<p><i>family, mummy, daddy, sister, sibling, brother, grandparents, auntie, uncle, cousin</i></p>	<p><i>yesterday, before, past, going, went, event, celebration,</i></p>	<p><i>grow, age, baby, toddler, child, features, walk, crawl, drink, eat, different, look</i></p>
<p>Natural World</p>	<p>Goal 1</p> <p><i>To use all their senses in hands on exploration of natural materials</i></p> <p><i>To explore collections of materials with similar and different properties</i></p> <p><i>To talk about what they seem using a wide range of vocabulary</i></p>	<p>Goal 2</p> <p><i>To begin to understand the need to respect and care for the environment and living things</i></p> <p><i>To plant seeds and care for growing plants</i></p> <p><i>To understand the key features of plants lifecycle</i></p>	<p>Goal 3</p> <p><i>To understand the key features of a lifecycle of animals</i></p> <p><i>To explore how things work</i></p> <p><i>To explore and talk about different forces they feel</i></p>

	<i>To talk about differences between materials and changes they notice</i>		
Key Vocabulary	<i>Materials, soft, hard, object, material, properties, fabric, texture, observe, bendy, bumpy, clear, cold, crinkly, dry, dull, flexible, fluffy, fragile, hard, heavy, light, lumpy, patterned, pointy, rigid, rough, round, runny, scratchy, shiny, small, smooth, soft, soggy, stretchy, strong</i>	<i>grow, sow, seed, water, sunlight, food, lifecycle, stage, soil, pot, seedling, root, stem, leaves, petal</i>	<i>Push, pull, twist, turn, magnetic, north, south, distance, slop, up, down, direction, force</i>
People, Culture and Communities	<p>Goal 1</p> <p><i>To show an interest in different occupations</i></p>	<p>Goal 2</p> <p><i>To continue to develop positive attitudes about the differences between people</i></p>	<p>Goal 3</p> <p><i>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</i></p> <p><i>To continue to develop a positive attitude about the differences between people</i></p>
Key Vocabulary	<i>Job, occupation, service, teacher, doctor, nurse, dentist, optician, shop keeper, employer, veterinarian, banker, cleaner, when, grow, up, be</i>	<i>easy-going, sociable, broad-minded, enthusiastic, efficient, creative, nice, kind, dependable, personality,</i>	<i>Globe, world, country, England, event, visit, occasion, holiday, visit, travel, climate, weather, buildings, rural</i>

		<i>ambitious, hardworking, unique, different, individual</i>	
<i>Observation Checkpoints</i>			
<i>FS1 Key skill</i>	<i>Can the child describe how materials feel?</i>	<i>Can the children name 4 main parts of a plant?</i>	<i>Can the children say what is land and what is water on a simple map?</i>

<i>Term</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Expressive Arts and Design</i>			
<i>Creating with materials</i>	<p><i>Goal 1</i></p> <p><i>To join different materials and explore different</i></p> <p><i>To explore different material freely in order to develop their ideas about how to use them and what to make</i></p>	<p><i>Goal 2</i></p> <p><i>To develop their own ideas and then decide which material to use to express them</i></p> <p><i>To take part in simple pretend play using objects to represent something else</i></p>	<p><i>Goal 3</i></p> <p><i>To make imaginative and complex small worlds with blocks and construction kits</i></p> <p><i>To develop their own ideas and decide what materials to use for purpose</i></p>

Key Vocabulary	<i>bend, cut, snip, thread, build, connect, material, wood, metal, plastic, material, made, create, ideas, project</i>	<i>role play, pretend, represent, instead of, use, imagine, co-operatively, turn, decide</i>	<i>Construct, build, connect, stack, balance, thread, join, idea, use, because, need</i>
Being Imaginative and expressive	<p>Goal 1</p> <p><i>To begin to develop complex stories using small world equipment</i></p> <p><i>To take part in pretend play</i></p> <p><i>To show different emotions in their drawings and paintings</i></p> <p><i>To listen with increasing attention to sounds</i></p>	<p>Goal 2</p> <p><i>To draw with increasing complexity and detail</i></p> <p><i>To explore colour and colour mixing</i></p> <p><i>To play instruments with increasing control to express their feelings and ideas</i></p> <p><i>To sing entire familiar songs</i></p>	<p>Goal 3</p> <p><i>To create their own songs or improvise a song around one that they know</i></p> <p><i>To respond to what they have heard expressing their thoughts and feelings</i></p>
Key Vocabulary	<i>pretend, role, character, paint, colour, express, emotion, happy, sad, upset, angry, represent, listening ears, attentive</i>	<i>draw, features, detail, colour, sound, tone, pitch, rhythm, beat, sound, listen, loud, quite</i>	<i>make up, sing, rhyme, express, view, opinion, think, voice, song, words, feelings,</i>
Observation Checkpoints			
FS1 Key skill	<i>Can children say what their favourite song or rhyme is?</i>	<i>Can children follow the mixing routine?</i>	<i>Can children follow a plan to build something?</i>

