



St Thomas a Becket Primary School Primary School Foundation Stage Medium Term Planning Grid

Term	Autumn 1	Topic	My New School / All about me
<p>Displays All year – class prayers for am, lunch and pm School rules Reward chart & gimme 5 phonics, number line FS2 - High frequency words Topic based display – self portraits, numbers around our school, measuring and comparing hand and feet size.</p>	<p>Assessment Undertake initial baseline assessment and feed into tracker ladders. Weekly 'clever cloud' focus for scrapbooks. Regular ongoing informal and formal assessment by all FS staff</p>	<p>Parents Home visits to be completed. Parent 'stay and play' workshop to be arranged. Staff readily available at start and end of day to see parents Parents noticeboard updated Weekly newsletters home Open evening to inform of progress Home learning stickers to be sent out to parents.</p>	<p>Religion Children to take part in regular FS assemblies Daily prayers in class FS to follow 'The way, the truth and the life' RE scheme Catholic ethos of the school to be modelled and encouraged at all times Collective worship to take place at least 1x a week.</p>
<p>Phonics FS1 – develop listening skills through aspects 1,3 and 5 from letters and sounds FS2 – Practice listening skills and begin to learn sounds from RM SS1 – support through appropriate and relevant activities. FS2 to begin to develop blending and segmenting skills.</p>	<p>Personal, Social and Emotional Develop independence around the classroom and when using the provision Be able to ask an adult when unsure of something Support children with transition/settling Focus on self-help skills – dressing/toilet Establish routines for the children Help children to make new friends Develop familiarity with staff Opps for children to become familiar with whole school environment.</p>	<p>Communication and Language Provide opportunities for children to talk to adults and other children about themselves and their families Develop attention and listening skills during whole class sessions Learn to follow new class /school instructions and rules Model and encourage correct grammar and the use of other's names when speaking to them</p>	<p>Literacy Recognise, read, write own name Regularly share and enjoy books at home and at school and lots of opportunities to discuss stories in school. Children to have opportunities for meaningful mark-making (e.g. role-play area, writing area to be stocked with post-it notes, notepads etc. FS2 to begin to learn SS1 sounds Begin to develop blending and segmenting skills FS1 to develop listening and attention skills</p>
<p>Mathematics Develop a repertoire of number rhymes and songs Focus on numbers personal to kids – ages, number in class, how many boys/girls. Activities related to measuring / comparing – tallest, shortest, comparing feet sizes. Local number walk FS1 – recognise and count to 5 FS2 – children to recognise, order and count to 10. Develop knowledge of numicon.</p>	<p>Physical Development Games to develop co-operation such as throwing and catching, using large construction together Develop FMS and correct pencil grip through 'dough disco' and other FMS activities. Class to develop ability to sit and concentrate for a length of time Develop GMS through regular PE sessions and outdoor activities Develop independence when dressing / undressing/ toileting Develop awareness of body parts</p>	<p>Understanding the world Children to become familiar with their new class/school Local walk to identify numbers/visit upper school/library Develop understanding of similarities and differences between each other – appearance, families, homes Children to talk about important events in their lives – opps to use PC, ipad etc</p>	<p>Expressive arts and design Children to develop a range of new songs and rhymes –morning song, days of week, body parts etc Use a range of materials to make self portraits/hand and foot prints/family pictures Children to have access to range of materials at creative table and outside Take part in regular singing/music sessions</p>

