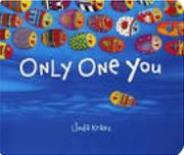
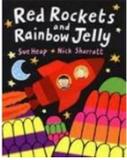




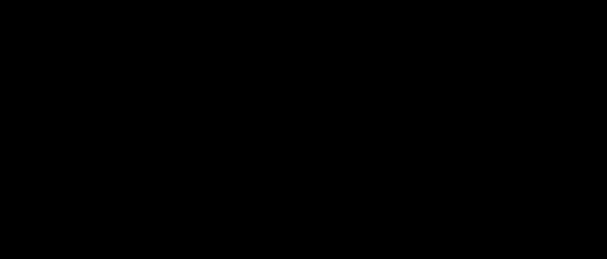
LEARN, GROW, ACHIEVE

<p>Year Reception Cultural Capital: Longmoor Value: Kindness</p> <p>Library books available daily Introduce the Chatter box Introduce our class bear Introduce Welly Wednesdays Colour wow Day Autumn walk Baking autumn goods Harvest festival Halloween celebrations 26<sup>th</sup> October</p>	<p>Medium term planning Autumn 1 2025 Foundation Stage 2</p> <p>Topic Title: A Splash of Colour</p> <p>Driver Subject: PSED: Self-Regulation Enhancer subject: EAD – Creating with Materials</p>		
<p><u>Texts:</u></p> <ul style="list-style-type: none"> <li>• <u>Colour Monster goes to school</u></li> <li>• <u>There is only one you!</u></li> <li>• <u>Red Rockets and Rainbow Jelly</u></li> </ul>	<p><u>Week 1-3 (3 weeks)</u> <u>BASELINE</u> <u>( 8<sup>th</sup> Sept)</u> <u>Can you explore your feelings using colour?</u></p> 	<p><u>Week 4-6</u> <u>(29<sup>th</sup> Sept and 6<sup>th</sup> Oct)</u> <u>What makes you unique?</u></p> 	<p><u>Week 5-7</u> <u>(13<sup>th</sup> and 20<sup>th</sup> Oct)</u> <u>COLOUR WOW DAY!</u> <u>What's your favourite colour and why?</u></p> 

<p><b><u>Characteristics of Effective Teaching and Learning</u></b></p>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Using what they know in their play</li> <li>• Being willing to have a go</li> </ul>	<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<p><b>Creating and Thinking critically</b></p> <ul style="list-style-type: none"> <li>• Having own ideas</li> <li>• Using what they already know to learn new things</li> <li>• Choosing ways to do things and finding new ways</li> </ul>
<p><b>PSED</b> You may want a fortnightly focus for your PRIME areas <b>DRIVER- SELF-REGULATION</b></p>	<p><b><u>Self-Regulation</u></b></p> <p>With guidance, can say simple expressions of feeling. <b>(Linked to class text)</b></p>	<p><b><u>Building Relationships</u></b></p> <p>Initiates conversations to form relationships with peers and familiar adults</p>	<p><b><u>Managing Self</u></b></p> <p>Selects/uses activities and resources with help</p>
<p><b>PHYSICAL DEVELOPMENT GROSS MOTOR</b></p>	<p>Moves freely and with pleasure and confidence in a range of ways</p>	<p>Mounts stairs, steps or climbing equipment using alternate feet</p>	<p>Draws large lines and circles using gross motor movement</p>
<p><b>FINE MOTOR</b></p>	<p>Uses one handed tools and equipment eg makes snips in paper with scissors</p>	<p>Holds pencils between thumb and two fingers, no longer whole hand grasp(static tripod grip)</p>	<p>Can copy some letters eg from own name</p>
<p><b>COMMUNICATION AND LANGUAGE</b></p>	<p>Listens to stories with increasing attention and recall (LAU)</p>	<p>Uses vocabulary focused on objects, and people that are of particular importance (S)</p>	<p>Begins to use more complex sentences to link thoughts (e.g. and because) (S)</p>

<b>READING</b>	Shows an interest in illustrations and print in books and print in the environment (WR)		Looks at books independently and handles carefully (WR) Recognises rhythm in spoken word (counts/claps syllables) (WR)		Listens and joins in with rhymes and stories (COMP)		
<b>WRITING</b>	Sometimes gives meaning to marks as they draw and paint		Gives meaning to the marks they draw, write and paint		Writes some or all of own name Begins to hear/say initial sounds		
<b>MATHS</b> <b>1 week number and 1 week numerical pattern</b>  (DFE BASELINE) Introduce Mastering Number sessions LINKED TO PITAs	Uses some number names accurately in play (NP) (DFE BASELINE)	Knows that numbers identify how many objects are in a set (N) (DFE BASELINE)	Recites numbers in order to 10 (NP) (DFE BASELINE)	Begins to subitise to 3 (N) <b>Introduce Mastering Number sessions Week 1</b>	Accurately counts objects to 5 (N) <b>Introduce Mastering Number sessions Week 2</b>	Identify composition of numbers 0-5 <b>Introduce Mastering Number sessions Week 3</b>	Begins to subitise to 4 (N) <b>Introduce Mastering Number sessions Week 4</b>
<b>UNDERSTANDING OF THE WORLD</b>  <u>Past and present</u>	Shows and interest in the lives of people who are familiar to them.		Remembers and talks about significant events in their own experiences		Begin to draw on own experiences to talk about past and present		

<p><b>UNDERSTANDING OF THE WORLD</b></p> <p><b>People, culture and communities</b></p>	<p>Explores/comments on immediate environment using knowledge, from observation and discussion.</p>	<p>Talks about the lives of people and places that are familiar to them</p>	<p>Talks about significant places based on own experiences</p>
<p><b>UNDERSTANDING OF THE WORLD</b></p> <p><b>(Natural world)</b></p>	<p>Comments and asks questions about aspects of their familiar world eg new school</p>	<p>Talks about some things that they have observed using their senses such as animals, plants and natural found objects</p>	<p>Understands the need to respect and care for their new environment</p>
<p><b>EXPRESSIVE ART AND DESIGN</b></p> <p><b>ENHANCER: CREATING WITH MATERIALS</b></p>	<p>Explores how colour and how colours can be changed</p>	<p>Uses various construction materials</p>	<p>Realises tools can be used for a purpose</p>
<p><b>EXPRESSIVE ART AND DESIGN</b></p> <p><b>BEING IMAGINATIVE AND EXPRESSIVE</b></p>	<p>Notices what adults do, imitating what is observed and then doing this spontaneously when adult is absent</p>	<p>Engages in imaginative play based on own first hand experiences</p>	<p>Sings a few familiar songs</p>

<p><b>NON-STATUTORY TECHNOLOGY</b></p> <p>Non-statutory should be in your weekly provision</p>	<p>Can you show curiosity in digital devices?</p>	<p>Can you operate simple equipment?</p>	
<p><b>NON-STATUTORY SSM</b></p>	<p>Explores and talks about 2D and 3D shapes using informal and mathematical language</p>	<p>Selects shapes appropriately in a task</p>	