

## Foundation Stage Medium Term Plan 2019- 2020

### Spring 1– Space

<p><b>PSE</b> <b>Making Relationships – a Unique child</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>1. Can play in a group, extending and elaborating play ideas</li><li>2. Initiates play, offering cues to peers to join them.</li><li>3. Keeps play going by responding to what others are saying or doing.</li><li>4. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>5. Initiates conversations, attends to and takes account of what others say.</li><li>6. Explains own knowledge and understanding, and asks appropriate questions of others.</li><li>7. Takes steps to resolve conflicts with other children.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>8. Children play co-operatively, taking turns with others.</li><li>9. They take account of one another’s ideas about how to organise their activity.</li><li>10. They show sensitivity to others’ needs and feelings.</li><li>11. They form positive relationships with adults and other children.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>12. Chdn play in group games with rules.</li><li>13. They understand someone else’s point of view can be different from theirs.</li><li>14. They resolve minor disagreements through listening to each other to come up with a fair solution.</li><li>15. They understand what bullying is and that this is unacceptable behaviour.</li></ol>	<p><b>PSE</b> <b>Self confidence and self awareness</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>16. Can select and use activities and resources with help.</li><li>17. Welcomes and values praise for what they have done.</li><li>18. Enjoys responsibility of carrying out small tasks.</li><li>19. Is more outgoing towards unfamiliar people and more confident in new social situations.</li><li>20. Confident to talk to other children when playing, and will communicate freely about own home and community.</li><li>21. Shows confidence in asking adults for help.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>22. Confident to speak to others about own needs, wants, interests and opinions.</li><li>23. Can describe self in positive terms and talk about abilities.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>24. Children are confident to try new activities and say why they like some activities more than others.</li><li>25. They are confident to speak in a familiar group.</li><li>26. They will talk about their ideas and will choose the resources they need for their chosen activities.</li><li>27. They say when they do or don’t need help.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>28. Chdn are confident to speak to a class group.</li><li>29. They can talk about the things they enjoy, and are good at and about the things they don’t find easy.</li><li>30. They are resourceful in finding support when they need help or information.</li><li>31. They can talk about plans they have made to carry out activities and what they might change if they were to repeat them.</li></ol>	<p><b>PSE</b> <b>Managing feelings and behaviour</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>24. Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</li><li>25. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li><li>26. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li><li>27. Can usually adapt behaviour to different events, social situations and changes in routines.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>28. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li><li>29. Aware of the boundaries set, and of behavioural expectations in the setting.</li><li>30. Beginning to be able to negotiate and solve problems without aggression.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>31. Children talk about how they and others show feelings.</li><li>32. They talk about their own and others’ behaviour and its consequences.</li><li>33. They know that some behaviour is unacceptable.</li><li>34. They work as part of a group or class and understand and follow the rules.</li><li>35. They adjust their behaviour to different situations and take changes to routine in their stride.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>36. Chdn know some ways to manage their feelings and are beginning to use these to maintain control.</li><li>37. They can listen to each other’s suggestions and plan how to achieve an outcome without adult help.</li><li>38. They know when and how to stand up for themselves appropriately.</li><li>39. They can stop and think before acting and they can wait for things they want.</li></ol>
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## Spring 1– Space

<p><b>CL</b> <b><u>Listening and attention</u></b> 30 – 50 months</p> <ol style="list-style-type: none"><li>1. Listens to others one to one or in small groups, when conversation interests them.</li><li>2. Listen to stories with increasing attention and recall.</li><li>3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>4. Focusing attention – still listen or do, but can shift own attention.</li><li>5. Is able to follow directions (if not intently focused on own choice of activity).</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>6. Maintains attention, concentrates and sits quietly during appropriate activity.</li><li>7. Two-channelled attention – can listen and do for short span.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>8. Children listen attentively in a range of situations.</li><li>9. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li></ol> <ol style="list-style-type: none"><li>10. They give their attention to what others say and respond appropriately, while engaged in another -activity.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>11. Chdn listen to instructions and follow them accurately, asking for clarification if necessary.</li><li>12. They listen attentively with sustained concentration to follow a story without pictures or props.</li><li>13. They can listen in a larger group for example at assembly.</li></ol>	<p><b>CL</b> <b><u>Understanding</u></b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>11. Understands use of objects.</li><li>12. Shows understanding of prepositions such as under/on/top/behind by carrying out an action or selecting correct picture.</li><li>13. Responds to simple instructions.</li><li>14. Beginning to understand why and how questions.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>15. Responds to instructions involving a two-part sequence.</li><li>16. Understand humour e.g. nonsense rhymes, jokes.</li><li>17. Able to follow a story without pictures or props.</li><li>18. Listens and responds to ideas expressed by others in conversation or discussion.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>19. Children follow instructions involving several ideas or actions.</li></ol> <ol style="list-style-type: none"><li>20. They answer how and why questions about their experiences and in response to stories and events.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>21. After listening to stories, chdn can express views about events or characters in the story and answer questions about why things happened.</li><li>22. They can carry out instructions which contain several parts in a sequence.</li></ol>	<p><b>CL</b> <b><u>Speaking</u></b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>21. Beginning to use more complex sentences to link thoughts (eg using and/because)</li><li>22. Can retell a simple past event in correct order.</li><li>23. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li><li>24. Questions why things happen and gives explanations. Asks who/what/when/how.</li><li>25. Uses a range of tenses.</li><li>26. Uses intonation, rhythm and phrasing to make the meaning clear to others.</li><li>27. Uses vocabulary focused on objects and people that are of particular importance to them.</li><li>28. Builds up vocabulary that reflects the breadth of their experiences.</li><li>29. Uses talk in pretending that objects stand for something else in play.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>30. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li><li>31. Uses language to imagine and recreate roles and experiences in play situations.</li><li>32. Links statements and sticks to a main theme or intention.</li><li>33. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li><li>34. Introduces a storyline or narrative into their play.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>35. Children express themselves effectively, showing awareness of listeners' needs.</li></ol> <ol style="list-style-type: none"><li>36. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li><li>37. They develop their own narratives and explanations by connecting ideas or events.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>38. Chdn show some awareness of the listener by making changes to language and non-verbal features.</li><li>39. They recount experiences and imagine possibilities, often connecting ideas.</li><li>40. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions and events.</li></ol>
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### Spring 1– Space

<p><b>PD</b> <b>Moving and Handling</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li><li>2. Mounts stairs, steps or climbing equipment using alternate feet.</li><li>3. Walks downstairs, two feet to each step while carrying a small object.</li><li>4. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li><li>5. Can stand momentarily on one foot when shown.</li><li>6. Can catch a large ball.</li><li>7. Draws lines and circles using gross motor movements.</li><li>8. Uses one-handed tools and equipment.</li><li>9. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li><li>10. Holds pencil near point between first two fingers and thumb and uses it with good control.</li><li>11. Can copy some letters e.g. letters from their name.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>12. Experiments with different ways of moving.</li><li>13. Jumps off an object and lands appropriately.</li><li>14. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li></ol>	<p><b>PD</b> <b>Moving and Handling</b> <b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>15. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li><li>16. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li><li>17. Uses simple tools to effect changes to materials.</li><li>18. Handles tool, objects, construction and malleable materials safely and with increasing control.</li><li>19. Shows a preference for a dominant hand.</li><li>20. Begins to use anticlockwise movement and retrace vertical lines.</li><li>21. Begins to form recognisable letters.</li><li>22. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>23. Children show good control and co-ordination in large and small movements.</li><li>24. They move confidently in a range of ways, safely negotiating space.</li><li>25. They handle equipment and tools effectively, including pencils for writing.</li></ol> <p>Exceeding</p> <ol style="list-style-type: none"><li>26. Chdn can hop confidently and skip in time to music.</li><li>27. They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</li><li>28. They are beginning to be able to write on lines and control letter size.</li></ol>	<p><b>PD</b> <b>Health and self care</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>26. Can tell adults when hungry or tired or when they want to rest or play.</li><li>27. Observes the effects of activity on their bodies.</li><li>28. Understands that equipment and tools have to be used safely.</li><li>29. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li><li>30. Can usually manage washing and drying hands.</li><li>31. Dresses with help.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>32. Eats a healthy range of foodstuffs and understands need for variety in food.</li><li>33. Usually dry and clean during the day.</li><li>34. Shows some understanding that good practices with regard to exercise, sleeping and hygiene can contribute to good health.</li><li>35. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li><li>36. Shows understanding of how to transport and store equipment safely.</li><li>37. Practices some appropriate safety measures without direct supervision.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>38. Children know the importance for good health of physical exercise.</li><li>39. They know the importance of a healthy diet.</li><li>40. They talk about ways to keep healthy and safe.</li><li>41. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>42. Chdn know about and can make healthy choices in relation to healthy eating and exercise.</li><li>43. They can dress and undress independently, successfully managing fastening buttons or laces.</li></ol>
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<p><b>Lit.</b> <b>Reading</b> 30 – 50 months</p> <ol style="list-style-type: none"><li>1. Enjoys rhyming and rhythmic activities.</li><li>2. Shows awareness of the rhyme and alliteration.</li><li>3. Recognises rhythm in spoken words.</li><li>4. Listens to and joins in with stories and poems, one-to-one and also in small groups.</li><li>5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>6. Beginning to be aware of the way stories are structured.</li><li>7. Suggests how the story might end.</li><li>8. Listens to stories with increasing attention and recall.</li><li>9. Describes main story settings, events and principal characters.</li><li>10. Shows interest in illustrations and print in books and print in the environment.</li><li>11. Recognises familiar words and signs such as own name and advertising logos.</li><li>12. Looks at books independently.</li><li>13. Handles books carefully.</li><li>14. Knows information can be relayed in the form of print.</li><li>15. Holds books the correct way up and turns pages.</li><li>16. Knows that print carries meaning and, in English is read from left to right and top to bottom.</li></ol>	<p><b>Lit.</b> <b>Reading</b> 40 – 60+ months</p> <ol style="list-style-type: none"><li>17. Continues a rhyming string.</li><li>18. Hears and says the initial sound in words.</li><li>19. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li><li>20. Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>21. Begins to read words and simple sentences.</li><li>22. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li><li>23. Enjoys an increasing range of books.</li><li>24. Knows that information can be retrieved from books and computers.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>25. Children read and understand simple sentences.</li><li>26. They use phonic knowledge to decode regular words and read them aloud accurately.</li><li>27. They also read some common irregular words.</li><li>28. They demonstrate understanding when talking with others about what they have read.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>29. Chdn can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</li><li>30. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li><li>31. They can describe the main events in the simple stories they have read.</li></ol>	<p><b>Lit.</b> <b>Writing</b> 30 – 50 months</p> <ol style="list-style-type: none"><li>29. Sometimes gives meaning to marks as they draw and paint.</li><li>30. Ascribes meanings to marks that they see in different places.</li></ol> <p>40 – 60+ months</p> <ol style="list-style-type: none"><li>31. Gives meaning to marks they make as they draw, write and paint.</li><li>32. Begins to break the flow of speech into words.</li><li>33. Continues a rhyming string.</li><li>34. Hears and says the initial sound in words.</li><li>35. Can segment the sounds in simple words and blend them together.</li><li>36. Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>37. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>38. Writes own name and other things such as labels, captions.</li><li>39. Attempts to write short sentences in meaningful contexts.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>40. Children use their phonic knowledge to write words in ways which match their spoken sounds.</li><li>41. They also write some irregular common words.</li><li>42. They write simple sentences which can be read by themselves and others.</li><li>43. Some words are spelt correctly and others are phonetically plausible.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>44. Chdn can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</li><li>45. They use key features of narrative in their own writing.</li></ol>
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<p><b>Maths.</b> <b>Numbers</b> 30 – 50 months</p> <ol style="list-style-type: none"><li>1. Uses some number names and number language spontaneously.</li><li>2. Uses some number names accurately in play.</li><li>3. Recites numbers in order to 10.</li><li>4. Knows that numbers identify how many objects are in a set.</li><li>5. Beginning to represent numbers using fingers, marks on paper or pictures.</li><li>6. Sometimes matches numeral and quantity correctly.</li><li>7. Shows curiosity about numbers by offering comments or asking questions.</li><li>8. Compares two groups of objects, saying when they have the same number.</li><li>9. Shows an interest in number problems.</li><li>10. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li><li>11. Shows an interest in numerals in the environment.</li><li>12. Shows an interest in representing numbers.</li><li>13. Realises not only objects, but anything can be counted, including steps, claps or jumps.</li></ol>	<p><b>Maths</b> <b>Numbers</b> 40 – 60+ months</p> <ol style="list-style-type: none"><li>14. Recognises some numerals of personal significance.</li><li>15. Recognises numerals 1 to 5.</li><li>16. Counts up to three or four objects by saying one number name for each item.</li><li>17. Counts actions or objects which cannot be moved.</li><li>18. Counts objects to 10, and beginning to count beyond 10.</li><li>19. Counts out up to six objects from a larger group.</li><li>20. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li><li>21. Counts an irregular arrangement of up to ten objects.</li><li>22. Estimates how many objects they can see and checks by counting them.</li><li>23. Uses the language of 'more' and 'fewer' to compare two sets of objects.</li><li>24. Finds the total number of items in two groups by counting all of them.</li><li>25. Says the number that is one more than a given number.</li><li>26. Finds one more or one less from a group of up to five objects, the ten objects.</li><li>27. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li><li>28. Records, using marks that they can interpret and explain.</li><li>29. Begins to identify own mathematical problems based on own interests and fascinations.</li></ol>	<p><b>Maths</b> <b>Numbers</b> Early Learning Goals</p> <ol style="list-style-type: none"><li>30. Children count reliably with numbers from one to 20.</li><li>31. Place numbers 1 to 20 in order.</li><li>32. Say which number is one more or one less than a given number.</li><li>33. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li><li>34. They solve problems, including doubling, halving and sharing.</li></ol> <p>Exceeding</p> <ol style="list-style-type: none"><li>35. Chdn estimate a number of objects and check quantities by counting up to 20.</li><li>36. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.</li></ol>
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<p><b>Maths.</b> <b>SSM</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>35. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li><li>36. Shows awareness of similarities of shapes in the environment.</li><li>37. Uses positional language.</li><li>38. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li><li>39. Shows interest in shapes in the environment.</li><li>40. Uses shapes appropriately for tasks.</li><li>41. Beginning to talk about the shapes of everyday objects eg round/tall.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>42. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li><li>43. Selects a particular named shape.</li><li>44. Can describe their relative position such as behind or next to.</li><li>45. Orders two or three items by length or height.</li><li>46. Orders two items by weight or capacity.</li><li>47. Uses familiar objects and common shapes to create and recreate patterns and build models.</li><li>48. Uses everyday language related to time.</li><li>49. Beginning to use everyday language related to money.</li><li>50. Orders and sequences familiar events.</li><li>51. Measures short periods of time in simple ways.</li></ol>	<p><b>Maths.</b> <b>SSM</b> <b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>52. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve patterns.</li><li>53. They recognise, create and describe patterns.</li><li>54. They explore characteristics of everyday objects and shapes.</li><li>55. They use mathematical language to describe objects and shapes.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>56. Chdn estimate, measure, weigh and compare and order objects and talk about properties, position and time.</li></ol>
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<p><b>UW</b> <b>People and communities</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>Shows interest in the lives of people who are familiar to them.</li><li>Remembers and talks about significant events in their own experience.</li><li>Recognises and describes special times or events for family or friends.</li><li>Shows interest in different occupations and ways of life.</li><li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li></ol> <p>40 – 60+ months</p> <ol style="list-style-type: none"><li>Enjoys joining in with family customs and routines.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>Children talk about past and present events in their own lives and in the lives of family members.</li><li>They know that other children don't always enjoy the same things and are sensitive to this.</li><li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>Chdn now the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li><li>They know that other chdn have different likes and dislikes and they may be good at different things.</li><li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li></ol>	<p><b>UW</b> <b>The world</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li><li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li><li>Talks about why things happen and how things work.</li><li>Developing an understanding of growth, decay and changes over time.</li><li>Shows care and concern for living things and the environment.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>Looks closely at similarities, differences, patterns and changes.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>Children know about similarities and differences in relation to places, objects, materials and living things.</li><li>They talk about the features of their own immediate environment and how environments might vary from one another.</li><li>They make observations of animals and plants.</li><li>They explain why some things occur to animals and plants.</li><li>They talk about changes that occur to animals and plants.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>Chdn know that the environment and living things are influenced by human activity.</li><li>They can describe some actions which people in their own community do that help to maintain the area they live in.</li><li>They know the properties of some materials and can suggest some of the purposes they are used for.</li><li>They are familiar with basic scientific concepts such as floating, sinking, experimentation.</li></ol>	<p><b>UW</b> <b>Technology</b> <b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>Knows how to operate simple equipment eg turns on CD player and uses remote control.</li><li>Shows an interest in technological toys with knobs or pullets, or real objects such as cameras or mobile phones.</li><li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li><li>Knows that information can be retrieved from computers.</li></ol> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>Completes a simple program on a computer.</li><li>Uses ICT hardware to interact with age-appropriate computer software.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>Children recognise that a range of technology is used in places such as homes and schools.</li><li>They select and use technology for particular purposes.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>Chdn find out about and use a range of everyday technology.</li><li>They select appropriate applications that support an identified need – eg in deciding how best to make a record of special event in their lives, such as a journey on a steam train.</li></ol>
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## Foundation Stage Medium Term Plan 2019- 2020

### Spring 1– Space

<p><b>EAD</b></p> <p><b>Exploring and using media and materials</b></p> <p><b>30 – 50 months</b></p> <ol style="list-style-type: none"><li>1. Enjoys joining in with dancing and ring games.</li><li>2. Sings a few familiar songs.</li><li>3. Beginning to move rhythmically.</li><li>4. Imitates movement in response to music.</li><li>5. Taps out simple repeated rhythms.</li><li>6. Explores colour and how colours can be changed.</li><li>7. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li><li>8. Beginning to be interested in and describe the texture of things.</li><li>9. Uses various construction materials.</li><li>10. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li><li>11. Joins construction pieces together to build and balance.</li><li>12. Realises tools can be used for a purpose.</li></ol>	<p><b>EAD</b></p> <p><b>Exploring and using media and materials</b></p> <p><b>40 – 60+ months</b></p> <ol style="list-style-type: none"><li>13. Begins to build a repertoire of songs and dances.</li><li>14. Explores the different sounds of instruments.</li><li>15. Explores what happens when they mix colours.</li><li>16. Experiments to create different textures.</li><li>17. Understand that different media can be combined to create new effects.</li><li>18. Manipulates materials to achieve a planned effect.</li><li>19. Constructs with a purpose in mind, using a variety of resources.</li><li>20. Uses simple tools and techniques competently and appropriately.</li><li>21. Selects appropriate resources and adapts work where necessary.</li><li>22. Selects tools and techniques needed to shape, assemble and join materials they are using.</li></ol> <p><b>Early Learning Goals</b></p> <ol style="list-style-type: none"><li>23. Children sing songs.</li><li>24. Children make music and dance, and experiment with ways of changing them.</li><li>25. They safely use and explore a variety of materials, tools and techniques.</li><li>26. They experiment with colour, design, texture, form and function.</li></ol> <p><b>Exceeding</b></p> <ol style="list-style-type: none"><li>27. Chdn develop their own ideas through selecting and using materials and working on processes that interest them.</li><li>28. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</li></ol>
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<p><b>EAD</b> <b>Being imaginative</b> 30 – 50 months</p> <ol style="list-style-type: none"><li>27. Developing preferences for forms of expression.</li><li>28. Uses movement to express feelings.</li><li>29. Creates movement in response to music.</li><li>30. Sings to self and makes up simple songs.</li><li>31. Makes up rhythms.</li><li>32. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li><li>33. Engages in imaginative role-play based on own first-hand experiences.</li><li>34. Builds stories around toys.</li><li>35. Uses available resources to create props to support role-play.</li><li>36. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li></ol>	<p><b>EAD</b> <b>Being imaginative</b> 40 – 60+ months</p> <ol style="list-style-type: none"><li>37. Create simple representations of events, people and objects.</li><li>38. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li><li>39. Chooses particular colours to use for a purpose.</li><li>40. Introduces a storyline or narrative into their play.</li><li>41. Plays alongside other children who are engaged in the same theme.</li><li>42. Plays cooperatively as part of a group to develop and act out a narrative.</li></ol> <p>Early Learning Goals</p> <ol style="list-style-type: none"><li>43. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li><li>44. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li></ol> <p>Exceeding</p> <ol style="list-style-type: none"><li>45. Chdn talk about the ideas and processes which have led them to make music, designs, images or products.</li><li>46. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</li></ol>
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