

## Foundation Stage 2 Autumn Term Planning for 2017

Topic	Links to Development Matters
<p>Week 1 - 2 - All about me Links to Freedom/choices</p> <p>Books: Funny bones Our Five Senses Poem 10 little fingers.</p> <p>Songs: Head, Shoulders, Knees and Toes. If Your Happy and you Know it</p>	<p><b>PSED - SC&amp;SA. C&amp;L - L&amp;A, U, S.</b></p> <p>We will be using mirrors to study our faces and painting/drawing self portraits. We will be playing getting to know you games Learning to recognise our own name. Talking about our likes and dislikes. Using our senses to explore with. Looking at similarities and differences between our friends. Naming parts of our body and talking about what each part can do - ie my feet can..... my hands can.... etc Talking about what they are good at. Drawing pictures and writing labels of themselves and their family.</p> <p><b>L - R &amp; W</b> Drawing and ascribing meaning to marks Recognising and writing our own name. Initial sounds and listening for sounds in the environment. Labelling our body parts. Writing short captions ie 'my hand can wave' Segmenting and blending for reading and writing words Attempting to write sentences.</p> <p><b>M (N) (SSM)</b> Counting songs (I have 10 little fingers etc) Sequencing and ordering numbers. Drawing around our hands and feet and compare and organise in size order.</p> <p><b>UTW - PC</b> Talking about ourselves and looking at similarities and differences.</p>

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Week 3 - 4 - Handa's Surprise  
Our Five Senses

**PSED - SC&SA C&L - L&A, U, S UTW - PC/TW EAD - EMM**

We will be listening to stories from another culture. Making predictions and looking at questions. Which animals are in the story?

We will be talking about where they live and looking at different types of houses and people from other parts of the world. Developing our understanding about materials - What are the houses made from?

We will be looking at similarities and differences of ourselves and other people. What do the people look like?

What do they like to eat/drink/play with etc?

We will be drawing/painting pictures of African houses and comparing them to their own.

We will be using our senses, tasting/smelling/feeling different fruits and matching food to characters.

We will be learning about healthy food choices.

We will be listening to African music and looking at instruments and dancing to African music.

## **Math - Number**

Counting fruit

How many animals are in the story?

Making a class graph of favourite fruits. Which one is the most/least popular?

## **Maths - SSM**

Weighing and ordering fruits.

## **L - R & W**

Drawing and ascribing meaning to marks

Writing a list of fruits from the story

Labelling favourite fruit.

Segmenting and blending words that describe what the fruit looks and tastes like.

Attempting to write sentences about their favourite fruit.

## **UTW - PC**

Looking closely at similarities and differences?

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	<p><b>UTW - TW</b> Construction/Looking at materials.</p> <p><b>PD M&amp;H-</b> Balancing baskets like Handa. <b>PD - H&amp;SC -</b> Discuss healthy eating</p>
<p>Week 5 Music</p> <p>Books - Peace at Last</p>	<p><b>PSED - SC&amp;SA C&amp;L - L&amp;A, U, S UTW - PC EAD - EMM</b></p> <p>We will listen to and talk about the story. Finding out which of the bears senses are being used in the story. Creating a story sack of items from the story and link it to phonics initial sounds games. Creating masks for children to use as props to retell the story. Looking at the noisy words in the story. Developing our understanding of technology by - using a sound recorder to record different sounds. Explore torches - Mr Bear might need a torch to go out side with. What does a torch do? How does it work? Look at other battery operated toys/equipment etc. Children to use musical instruments to create the sounds from the story/create a lullaby to send Mr Bear off to sleep. We will be making bear shaped biscuits/play-dough using equipment.</p> <p><b>Maths - N/SSM</b> Explore telling the time/measuring time etc. Morning and night sorting activity. Sequencing parts of the story.</p> <p><b>L - R &amp; W</b> <b>Drawing pictures</b> Matching sound words to pictures. Segmenting and blending for reading. Exploring the noisy words in the story, writing them in different ways/colours</p>

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	<p><b>UTW - T</b> Exploring battery operated toys? etc</p> <p><b>UTW - TW</b> Facts about bears</p> <p><b>EAD - EMM</b> Making masks/Selecting resources/Appropriate tools/</p> <p><b>EAD - BI</b> Creating representations of objects. Role play the story.</p> <p><b>PD M&amp;H</b> Holding and using a range of tools. Using a range of materials and adapting to make representations. Moving around like a bear.</p>
<p>Week 6- Hull Fair</p> <p>Books Bertie the Balloon at the Fairground Our 5 senses</p>	<p><b>PSED - SC&amp;SA C&amp;L - L&amp;A, U, S</b></p> <p>Talking about the life of a fairground worker. Shows interest in the lives of others Joining in with family customs Talking about past and present experiences of their family. Using our senses - What sounds did you hear? What could you smell? What did you see? How did you feel? Designing fairground rides. Looking at and discussing different materials needed. We will be answering how and why questions based on 'Who looks after the rides? (Making links to next topic People who help us). Talk about how the Red Cross are always at the fair ready to look after people who feel ill.</p> <p><b>Maths - SSM</b> Shape/Size/Length</p>

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	<p>Hook-a-duck addition.            Pattern            Money - Fairground stalls.</p> <p><b>L - R &amp; W</b>            Drawing pictures and ascribing meaning to marks.            Matching initial sounds to words.            Labelling and writing short captions.            Segmenting and blending words that describe sounds, smell, sights and feelings.            Attempting to write sentences</p> <p><b>UTW - PC - TW</b>            Construction/Looking at materials/Environment features            Talking about family customs.</p> <p><b>PD - M&amp;H</b>            Using tools and equipment/Construction and malleable opportunities.            Correct pencil grip/letter formation</p> <p><b>PD - H&amp;SC</b>            Transporting equipment safely.</p> <p><b>EAD - EMM</b>            Construction/Selecting resources/Appropriate tools/            Creating representations of fairground rides</p>
<p>Week 7 - 8 - People Who Help Us</p>	<p><b>PSED - SC&amp;SA C&amp;L - L&amp;A, U, S UTW - PC EAD - EMM</b></p> <p>Children will discuss who the people are who help us in our community? They will learn about what they do to make</p>

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<p>Books</p> <p>Range of themed non-fiction books.</p> <p>Bear at Work</p> <p>Postman Pat</p> <p>Fireman Sam</p>	<p>our lives better, help us and look after us.</p> <p>Children will learn about others who look after us when we are away from our community such as the coast guards etc.</p> <p>Our role play areas will feature a Dr's Surgery or post office and a vets. Outside a garage will be set up. Set up note pads and clipboards and a range of writing materials both inside and outside.</p> <p>In our creative areas we will have junk modelling for children to make vehicles such as ambulances, police cars and fire engines.</p> <p>We will be talking about staying safe in our homes and discussing how to make an emergency call.</p> <p>We will be contacting the fire station to see if we can arrange for them to visit our school.</p> <p><b>Maths N/SSM</b></p> <p>Recognising numbers (matching letters to correct house numbers).</p> <p>Counting.</p> <p><b>L R &amp; W</b></p> <p>Labelling a fire engine.</p> <p>Writing about what they would like to be when they grow up.</p> <p><b>UTW - PC</b></p> <p>Showing an interest in the occupations of others.</p> <p>Looking at their own community and the communities of others.</p> <p><b>EAD - BI</b></p> <p>Role - playing using props to support.</p> <p>Introducing a storyline or narrative in their play.</p>
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<p>Week 9 (Term 2) Bonfire Night (Links to Tell the world)</p> <p>Books Story of Guy Fawkes.</p>	<p><b>C&amp;L - L&amp;A, U, S</b></p> <p>We will be recalling and event the children have experienced during the half term. We will be talking about things that happened in the past and making links to how we celebrate bonfire night today Children will contribute to class discussions exploring the meaning of new words We will be using our imaginations and pretending that Guy Fawkes escaped and writing wanted posters letting everyone know and asking them to help capture him.</p> <p><b>Maths N/SSM</b> Size ordering fireworks 3d Shape rockets</p> <p><b>Maths N/SSM</b> More fewer Weight - coin treasure hunt</p> <p><b>L - R &amp; W</b></p> <p>Drawing pictures Recognising and writing own name. Initial sounds Ascribing meaning to marks Labelling Segmenting and blending for reading and writing words Attempting to write sentences Looking at and reading bear books</p> <p><b>EAD - EMM</b> Making Swords, pirate hats and telescope Construction/Selecting resources/Appropriate tools/</p>
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	<p><b>EAD - BI</b> Creating representations of objects</p>
<p>Week 10 -11 - Superheroes</p> <p>Books Super potato Poem - If I were a superhero (Talk for Writing opportunity)</p>	<p><b>PSED - SC&amp;SA C&amp;L - L&amp;A, U, S PD - M&amp;H</b></p> <p>We will be discussing the difference between good and bad. Writing our own superhero rules for our classroom. Naming the superheroes we already know and talking about how they work better as a team. We will set up a superhero incident room and complete challenges in our super hero school. We will make superhero armbands and shields and skylines for our superheroes to climb. We will become superheroes ourselves and free superheroes from the ice.</p> <p><b>Maths N/SSM</b></p> <p>Estimating how many superheros we can see and checking by counting. Adding one more superhero. How many now?</p> <p><b>L - R &amp; W</b></p> <p>Writing incident forms for our superheroes to attend and solve. Writing a list of special powers. Choosing and writing a superhero name. Labelling a superheroes costume.</p> <p><b>UTW TW</b></p> <p>We will be looking at changes in materials as we watch the ice melt and talking about why things happen.</p> <p><b>PD - M&amp;H</b></p> <p>Superhero action movements to dramatic music. Completing a superhero assault course.</p>



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	<p>Funky finger activities - unlocking the superhero power locks.</p> <p><b>PD - H&amp;SC</b> Transporting equipment safely.</p> <p><b>EAD - EMM</b> Making tin can robots. Making play dough aliens Making a light box</p> <p><b>EAD - BI</b> Creating representations of objects</p>
<p>Week 12 Julia Donaldson -</p> <p>Books The Gruffalo The Gruffalo's Child</p>	<p><b>PSED - SC&amp;SA C&amp;L - L&amp;A, U, S UTW - PC/TW EAD - EMM</b></p> <p>We will be looking at rhyming words and discussing and describing the characters in our stories. Looking at the different seasons in the two books. Discussing shadows and how they make images grow. Looking at ways to make our own shadows.</p> <p><b>Maths Number.</b> One more and one less - Adding/subtracting prickles on the Gruffalo.</p> <p><b>L - R &amp; W</b> Writing about our favourite character. We will be using adjectives in our writing to describe the characters from our stories. Writing a list of ingredients to make Gruffalo tea.</p> <p><b>UTW TW - T</b> Talking about why things happen and how something might work.</p>

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	<p>Exploring light and dark</p> <p><b>PD M&amp;H</b> Moving around like the characters in the story.</p>
<p>Week 13 Julia Donaldson -</p> <p>Books</p> <p>Stickman</p>	<p><b>PSED - SC&amp;SA C&amp;L - L&amp;A, U, S UTW - PC/TW EAD - EMM/BI</b></p> <p>We will be listening to and making predictions about the story. We will be discussing how it might feel to be away from families at Christmas like the Stickman. Talking about the many uses for a stick and creating our own Stickmen. We will be making a tree house in the role play area for the Stickman's family.</p> <p><b>Maths N/SSM</b> Size ordering twigs. Positional language</p> <p><b>L - R &amp; W</b> Writing with sticks in the sand. Writing a thank you letter to Santa for helping Stickman to get back to his family.</p> <p><b>EAD- EMM</b> Choosing my own resources to create pictures and models of characters from the story.</p> <p><b>EAD - BI</b> Role playing and acting out the story with my friends.</p>
<p>Week -14-15 - Celebrations - Christmas</p> <p>Books</p>	<p><b>PSED - SC&amp;SA C&amp;L - L&amp;A, U, S UTW - PC/TW EAD - EMM/BI</b></p> <p>Connecting thoughts and ideas about past experiences. We will be listening to the Christmas story.</p>

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Nativity Story  
Santa Comes to Hull

We will feel confident enough to perform our Christmas play to our parents and the rest of the school.

## **Maths N/SSM**

Sequencing events

Counting buttons on snowmen

Doubling/Sharing presents with the Elves

Sharing party food

## **L - R & W**

Reading the Christmas story

Writing a list

Writing a letter to Santa

Writing invites to their friends to join in the Christmas party.

## **UTW TW**

Understanding celebrations and traditions.

## **EAD - EMM**

**Singing Christmas songs in our Nativity.**

Making Christmas crafts (baubles/cards/calendars)

Construction/Selecting resources/Appropriate tools/

## **EAD - BI**

Creating representations of objects

Role playing

Christmas concert

Singing