

Early Years Foundation Stage Rowan Gate School
Medium Term Planning for Term 1 2018-2019
 Topic: My Senses

Theme 1 Here I am! 10th September

	Group 1 - HW, BD, CP	Group 2 - LR	Group 3 - PZ, DM, OB
PSED	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Learns that own voice and actions have effects on others. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Shows a range of emotions such as pleasure, fear and excitement. <p>Making Relationships</p> <ul style="list-style-type: none"> • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations When supported by a familiar person 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests. • Can select and use activities and resources with help. • Engages other person to help achieve goal, e.g. to get an object out of reach. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Beginning to understand 'yes', 'no' and some boundaries. • Begins to learn that some things are theirs, some things are shared and some things belong to other people. • Co-operates with caregiving experiences e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. <p>Making Relationships</p> <ul style="list-style-type: none"> • Plays alongside others. • Plays co-operatively with a familiar adult, e.g. rolling a ball back and forth • Seeks out others to share experiences. 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests • Can select and use resources with help • Welcomes and values praise for what they have done <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice • Seeks comfort from familiar adults when needed <p>Making Relationships</p> <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Plays co-operatively with a familiar adult, eg- rolling a ball back and forth • Plays alongside others • Seeks out others to share experiences
	Planned Activities	Planned Activities	Planned Activities
	<p>New Pupils: Structured Observations Post it observations Begin to follow daily routines and begin to feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared by children in the class with required support, adult to model remembering making process. Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions. Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support.</p>	<p>New Pupils: Structured Observations Post it observations Begin to follow daily routines and begin to feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared by children in the class, adult to model remembering making process. Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions. Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support.</p>	<p>Sharing food prepared by children in the class with required support, adult to model remembering making process by naming the food type and process of making to help in building the language. Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions. Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer Targeted work - early communication skills -</p>

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	Targeted work - early communication skills - making requests and expressing interests	Take part in turn taking games with another peer Targeted work - early communication skills - making requests and expressing interests Senses song	making requests and expressing interests
CL	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Listening & Attention</p> <ul style="list-style-type: none"> Has a strong exploratory impulse Listens with interest to the noises adults make when they read stories Moves whole bodies to sounds they enjoy such as music or a regular beat <p>Understanding</p> <ul style="list-style-type: none"> Stops and looks when hears own name Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Starts to understand contextual clues, e.g. familiar gestures, words and sounds. <p>Speaking</p> <ul style="list-style-type: none"> Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo. <p>Reading</p> <ul style="list-style-type: none"> Enjoys looking at books and other printed materials with familiar people Handles books and printed material with interest <p>Pre-Writing Early mark making</p>	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Listens with interest to the noises adults make when they read stories. <p>Understanding</p> <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked or identify objects from a group. Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Understanding of single words in context is developing e.g. cup, daddy, milk. <p>Speaking</p> <ul style="list-style-type: none"> Frequently imitates words and sounds. Uses different types of everyday words Beginning to put two words together e.g. want ball, more juice. <p>Reading</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories. <p>Pre-Writing Early mark making Writing</p> <ul style="list-style-type: none"> Begins to distinguish between the different marks they make. 	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Is able to follow directions <p>Understanding</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g. who's jumping Understands who, what, where in simple sentences Understands use of objects e.g. what do we use to cut things? <p>Speaking</p> <ul style="list-style-type: none"> Uses sounds in play e.g. brrrm for toy car Uses single words Uses different types of everyday words (nouns, verbs, and adjectives e.g. banana, go sleep, hot) Beginning to talk about people and things that are not present <p>Reading</p> <ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game Listens and joins in with stories and poems one to one and in small groups <p>Writing</p> <ul style="list-style-type: none"> Begins to distinguish between the different marks they make
	Planned Activities	Planned Activities	Planned Activities
	Make an all about me rainbow and share it with everyone in circle time	Make an all about me rainbow and share it with everyone in circle time 	Make an all about me rainbow and share it with everyone in circle time

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<p>Make personal passport, choose photographs of self, including name and age with adequate help from adults. Choose own picture from choice of 3, or from a selection of other pictures.</p> <p>Look at everyone's name cards, what does their name begin with? Pull a letter from a feely bag (limited to initials of children). Sing Olli's name begins with O..... Make a pom pom initial poster.</p> <p>Find own photograph/name to make an apricot for self - registration.</p> <p>Listen to The Phonics on espresso Phonics - m, a, s - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound</p>	<p>Make personal passport, choose photographs of self, including name and age. Choose own picture from choice of self, or from a selection of other pictures.</p>  <p>Look at everyone's name cards, what does their name begin with? Pull a letter from a feely bag (limited to initials of children). Sing Olli's name begins with O..... Make a pom pom initial poster.</p>  <p>Find own photograph/name to make an apricot for self-registration.</p>  <p>Pawel</p> <p>Listen to The Phonics on espresso Phonics - m, a, s - explore items from feely bag and name items after adult. Trace finger</p>	<p>Make personal passport, choose photographs of self, including name and age. Choose own picture from choice of self, or from a selection of other pictures</p> <p>Look at everyone's name cards, what does their name begin with? Pull a letter from a feely bag (limited to initials of children). Sing Olli's name begins with O..... Make a pom pom initial poster.</p> <p>Find own photograph/name to make an apricot for self-registration.</p> <p>Listen to The Phonics on espresso Phonics - m, a, s -- explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult</p>
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	<p>after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....</p>	<p>over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....</p>	<p>(sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....</p>
UW	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>The world</p> <ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect • Closely observes what animals, people and vehicles do. <p>Technology</p> <ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. <p>The World</p> <ul style="list-style-type: none"> • Matches parts of objects that fit together, e.g. puts lid on teapot. • Enjoy playing with small-world models such as a farm, a garage, or a train track. <p>Technology</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as a sound, movements or new images. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn how to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> • Enjoys pictures and stories about themselves, their families and other people • Begin to have their own friends <p>The world</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track • Notices detailed features of objects in their environment <p>Technology</p> <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Uses ICT hardware, mouse and keyboard to interact with age-appropriate computer software
	Planned Activities	Planned Activities	Planned Activities
<p>Make class register display. Independent decoration of own apricot, find name, photo from a selection/ match own photograph. Make self-passport for class display. Use camera with support to take photos of their friends, use different expressions if possible. Choose picture, name and birthday with required help from adults. focus on naming children and activities encountered during the day. Daily activities involving mirrors and looking at self and others. Sing I look in the mirror.... Circle</p>	<p>Make class register display. Independent decoration of own apricot, find name, photo from a selection/ match own photograph. Make self-passport for class display. Use camera with support to take photos of their friends, use different expressions if possible. Choose picture, name and birthday with required help from adults. Focus on naming children and activities encountered during the day. Daily activities involving mirrors and looking at self and others. Sing I look in the mirror... Circle time</p>	<p>Make class register display. Independent decoration of own apricot, find name, photo from a selection/ match own photograph. Make self-passport for class display. Use camera with support to take photos of their friends, use different expressions if possible. Choose picture, name and birthday as independent as possible. Focus on naming children and activities encountered during the day. Daily activities involving mirrors and looking at self and others. Sing I look in the mirror... Circle time</p>	

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	<p>time song if your name is... say hello. Sing 'Heads, shoulders, knees and toes' (KIDS TV) 'I have 10 fingers' .Make a poster of hands and feet prints with paint.</p> <p>Match words to photos with words of the body Make sandwich faces in choose from a variety of foods to make features. Name features. Decorate to make a face.</p>	<p>song if your name is... say hello. Sing 'Heads, shoulders, knees and toes' (KIDS TV) 'I have 10 fingers'. Make a poster of hands and feet prints with paint.</p>  <p>Match words to photos with words of the body Make sandwich faces in choose from a variety of foods to make features. Name features. Decorate to make a face.</p> 	<p>song if your name is... say hello. Sing 'Heads, shoulders, knees and toes' (KIDS TV) 'I have 10 fingers'. Make a poster of hands and feet prints with paint.</p> <p>Match words to photos with words of the body Make sandwich faces in choose from a variety of foods to make features. Name features. Decorate to make a face.</p>
PD	<p style="text-align: center;">Aspirational Outcomes</p>	<p style="text-align: center;">Aspirational Outcomes</p>	<p style="text-align: center;">Aspirational Outcomes</p>
	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms on a wedge • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. • Enjoys the sensory experience of making marks in damp sand, paste or paint. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Opens mouth for spoon. • Grasps finger foods and brings them to mouth • Can actively cooperate with nappy changing • Develops own likes and dislikes in food and drink. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Can kick a large ball. • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools. • Beginning to use 3 fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles, and lines. • Move freely with pleasure and confidence in a range of ways • Can catch a large ball. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Willing to try new food textures and tastes. • Helps with clothing e.g. puts on hat, unzips jacket. • Can usually manage washing and drying hands. • Can tell adults when hungry or tired or when they want to rest or play. • Beginning to recognise danger and seeks support of significant adults for help. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools • May be beginning to show preference for dominant hand • Experiments with different ways of moving <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Helps with clothing e.g. puts on hat, unzips jacket • Beginning to be independent in self-care but still often needs adult support • Starts to communicate urination, bowel movement <p>Can usually manage washing and drying hands</p>

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	Planned Activities	Planned Activities	Planned Activities
	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>
EAD	<p>Aspirational Outcomes</p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. 	<p>Aspirational Outcomes</p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. 	<p>Aspirational Outcomes</p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Joins in with singing favourite songs • Imitates movement in response to music

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	<ul style="list-style-type: none"> Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements which leave marks. <p>Being imaginative</p> <ul style="list-style-type: none"> Expresses self through physical action and sound. 	<ul style="list-style-type: none"> Notices and is interested in the effects of making movements which leave mark . Joins in with singing favourite songs. Show an interest in the way musical instruments sound. Experiment with blocks, colour and marks. Imitates and improvises actions they have observed, e.g. clapping or waving. <p>Being Imaginative <i>Children need to explore the world and develop a range of way to communicate before they can express their own ideas through arts and design.</i></p> <ul style="list-style-type: none"> With adult direction engage in role-play based on own first-hand experiences. 	<ul style="list-style-type: none"> Explores colour and how colour can be changed Uses various construction materials <p>Being Imaginative</p> <ul style="list-style-type: none"> Expresses self through physical action and sound With adult direction engage in role-play based on own first-hand experiences
	Planned Activities	Planned Activities	Planned Activities
	<p>Practicing early creative skills. Staff to assess capabilities/ interest levels in each area.</p> <p>Potato flour tactile play, making tracks with fingers and tools. Hand and foot painting and printing.</p> <p>Making Apricots for register.</p> <p>Making me passport display in class.</p> <p>Engage in role-play activities through story and role play areas.</p> <p>Engage in music making, individually and as a class group.</p> <p>Making my pompom initials posters.</p> <p>Make sandwich faces.</p>	<p>Practicing early creative skills. Staff to assess capabilities/ interest levels in each area.</p> <p>Potato flour tactile play, making tracks with fingers and tools. Hand and foot painting and printing.</p> <p>Making Apricots for register.</p> <p>Making me passport display in class.</p> <p>Engage in role-play activities through story and role play areas.</p> <p>Engage in music making, individually and as a class group.</p> <p>Making my pompom initials posters.</p> <p>Make sandwich faces.</p>	<p>Practicing early creative skills. Staff to assess capabilities/ interest levels in each area.</p> <p>Potato flour tactile play, making tracks with fingers and tools. Hand and foot painting and printing.</p> <p>Making Apricots for register.</p> <p>Making me passport display in class.</p> <p>Engage in role-play activities through story and role play areas.</p> <p>Engage in music making, individually and as a class group.</p> <p>Making my pompom initials posters.</p> <p>Make sandwich faces.</p>

Theme 2 My sense of touch 17th September

	Group 1 HW,BD,CP	Group 2 LR	Group 3 PZ,OB,DM
PSED	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> Learns that own voice and actions have effects on others. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> Is comforted by touch and people's faces and voices. Shows a range of emotions such as pleasure, fear and 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> Expresses own preferences and interests. Can select and use activities and resources with help. Engages other person to help achieve goal, e.g. to get an object out of reach. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> Responds to a few appropriate boundaries, with 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> Expresses own preferences and interests Can select and use resources with help Welcomes and values praise for what they have done <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> Responds to a few appropriate boundaries, with encouragement and support.

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	<p>excitement.</p> <p>Making Relationships</p> <ul style="list-style-type: none"> Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations When supported by a familiar person 	<p>encouragement and support.</p> <ul style="list-style-type: none"> Beginning to understand 'yes', 'no' and some boundaries. Begins to learn that some things are theirs, some things are shared and some things belong to other people. Co-operates with caregiving experiences e.g. dressing. Beginning to understand 'yes', 'no' and some boundaries. <p>Making Relationships</p> <ul style="list-style-type: none"> Plays alongside others. Plays co-operatively with a familiar adult, e.g. rolling a ball back and forth Seeks out others to share experiences. 	<ul style="list-style-type: none"> Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice Seeks comfort from familiar adults when needed <p>Making Relationships</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. Plays co-operatively with a familiar adult, eg- rolling a ball back and forth Plays alongside others Seeks out others to share experiences
	<p>Planned Activities</p>	<p>Planned Activities</p>	<p>Planned Activities</p>
	<p>New Pupils: Structured Observations, Post it observations, Begin to follow daily routines and begin to feel safe and secure in new situations, Identify belongings and peg</p> <p>Sharing food prepared by children in the class with required support, adult to model remembering making process.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Targeted work - early communication skills - making requests and expressing interests</p>	<p>New Pupils: Structured Observations, Post it observations, Begin to follow daily routines and begin to feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared by children in the class, adult to model remembering making process.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer. Targeted work - early communication skills - making requests and expressing interests</p> <p style="text-align: center;"><u>Senses Song</u></p>	<p>Sharing food prepared by children in the class with required support, adult to model remembering making process by naming the food type and process of making to help in building the language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer. Targeted work - early communication skills - making requests and expressing interests</p>
<p>CL&L</p>	<p>Aspirational Outcomes</p>	<p>Aspirational Outcomes</p>	<p>Aspirational Outcomes</p>
	<p>Listening & Attention</p> <ul style="list-style-type: none"> Has a strong exploratory impulse Listens with interest to the noises adults make when they read stories 	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to 	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Join in with repeated refrains and anticipate key events

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	<p>with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag.... Mark make on letter sound picture. Phonics lotto boards (6) and tactile activity. Experience tracing letter in tactile materials - e.g. wet sand, potato flour. Mark make on letter salt rainbow box.</p>	<p>adult support. Join in with Barbara has a bag.... Mark make on letter sound picture. Phonics lotto boards (6) and tactile activity. Experience tracing letter in tactile materials - e.g. wet sand, potato flour. Mark make on letter salt rainbow box.</p>  <p style="text-align: center;">Rainbow Pre-Writing Tray Learning fun on & off the light table</p>	<p>with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag.... Mark make on letter sound picture. Phonics lotto boards (8) and tactile activity. Experience tracing letter in tactile materials - e.g. wet sand, potato flour. Mark make on letter salt rainbow box.</p>
UW	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>The world</p> <ul style="list-style-type: none"> Moves eyes, then head, to follow moving objects. Looks around a room with interest; visually scans environment for novel, interesting objects and events. Smiles with pleasure at recognisable playthings. Repeats actions that have an effect Closely observes what animals, people and vehicles do. <p>Technology</p> <ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> Is curious about people and shows interest in stories about themselves and their family. <p>The World</p> <ul style="list-style-type: none"> Matches parts of objects that fit together, e.g. puts lid on teapot. Enjoy playing with small-world models such as a farm, a garage, or a train track. <p>Technology</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as a sound, movements or new images. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn how to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> Enjoys pictures and stories about themselves, their families and other people Begin to have their own friends <p>The world</p> <ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train tack Notices detailed features of objects in their environment <p>Technology</p> <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Uses ICT hardware, mouse and keyboard to interact with age-appropriate computer software
	Planned Activities	Planned Activities	Planned Activities
	<p>Sort soft and hard items Guess the object in a feely bag - I feel.....using PECS Explore Touch & Feel Books and make their own Heuristic play and Treasure Baskets</p>	 <p>Sort soft and hard items</p>	<p>Sort soft and hard items Guess the object in a feely bag - I feel.....using PECS Explore Touch & Feel Books and make their own Heuristic play and Treasure Baskets</p>

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	<p>exploration. Feely balloons - guess what's inside and match to photo card</p>	<p>Guess the object in a feely bag - I feel.....using PECS Explore Touch & Feel Books and make their own Heuristic play and Treasure Baskets exploration. Feely balloons - guess what's inside and match to photo card</p> 	<p>exploration. Feely balloons - guess what's inside and match to photo card</p>
PD	<p>Aspirational Outcomes</p>	<p>Aspirational Outcomes</p>	<p>Aspirational Outcomes</p>
	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms on a wedge • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. • Enjoys the sensory experience of making marks in damp sand, paste or paint. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Opens mouth for spoon. • Grasps finger foods and brings them to mouth • Can actively cooperate with nappy changing • Develops own likes and dislikes in food and drink. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Can kick a large ball. • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools. • Beginning to use 3 fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles, and lines. • Move freely with pleasure and confidence in a range of ways • Can catch a large ball. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Willing to try new food textures and tastes. • Helps with clothing e.g. puts on hat, unzips jacket. Can usually manage washing and drying hands. • Can tell adults when hungry or tired or when they want to rest or play. Beginning to recognise danger and seeks support of significant adults for help. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools • May be beginning to show preference for dominant hand • Experiments with different ways of moving <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Helps with clothing e.g. puts on hat, unzips jacket • Beginning to be independent in self-care but still often needs adult support • Starts to communicate urination, bowel movement <p>Can usually manage washing and drying hands</p>
	<p>Planned Activities</p>	<p>Planned Activities</p>	<p>Planned Activities</p>
<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play,</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play,</p>	

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	<p>encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>	<p>EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day</p>	<p>EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>
EAD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. <p>Being imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks . • Joins in with singing favourite songs. • Show an interest in the way musical instruments sound. • Experiment with blocks, colour and marks. • Imitates and improvises actions they have observed, e.g. clapping or waving. <p>Being Imaginative <i>Children need to explore the world and develop a range of way to communicate before they can express their own ideas through arts and design.</i></p>	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Joins in with singing favourite songs • Imitates movement in response to music • Explores colour and how colour can be changed • Uses various construction materials <p>Being Imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound With adult direction engage in role-play based on own first-hand experiences

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		• With adult direction engage in role-play based on own first-hand experiences.	
		Planned Activities	Planned Activities
	Explore a range of art media using hands and feet. Look for preferences e.g. warm and cold paint, textured and smooth glue, paint slimy and dry sand etc... Create textured pictures and prints by hand printing with PVA and sprinkling sand using fingers or a hand held shaker. Hand printing, rubbing together to mix colours. Paint with gloves and other hand covers e.g. bubble wrap, textured mitts, plastic bags, stampers.	Explore a range of art media using hands and feet. Look for preferences e.g. warm and cold paint, textured and smooth glue, paint slimy and dry sand etc... Create textured pictures and prints by hand printing with PVA and sprinkling sand using fingers or a hand held shaker. Hand printing, rubbing together to mix colours. Paint with gloves and other hand covers e.g. bubble wrap, textured mitts, plastic bags, stampers.	Explore a range of art media using hands and feet. Look for preferences e.g. warm and cold paint, textured and smooth glue, paint slimy and dry sand etc... Create textured pictures and prints by hand printing with PVA and sprinkling sand using fingers or a hand held shaker. Hand printing, rubbing together to mix colours. Paint with gloves and other hand covers e.g. bubble wrap, textured mitts, plastic bags, stampers.

Theme 3 My sense of smell 24th September

	Group 1 BD, CP, HW	Group 2 LR	Group 3 PZ, DM, OB
PSED	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	Self Confidence & Self Awareness <ul style="list-style-type: none"> • Learns that own voice and actions have effects on others. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. Managing Feelings & Behaviour <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Shows a range of emotions such as pleasure, fear and excitement. Making Relationships <ul style="list-style-type: none"> • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations When supported by a familiar person 	Self Confidence & Self Awareness <ul style="list-style-type: none"> • Expresses own preferences and interests. • Can select and use activities and resources with help. • Engages other person to help achieve goal, e.g. to get an object out of reach. Managing Feelings & Behaviour <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Beginning to understand 'yes', 'no' and some boundaries. • Begins to learn that some things are theirs, some things are shared and some things belong to other people. • Co-operates with caregiving experiences e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. Making Relationships <ul style="list-style-type: none"> • Plays alongside others. • Plays co-operatively with a familiar adult, e.g. rolling a ball back and forth • Seeks out others to share experiences. 	Self Confidence & Self Awareness <ul style="list-style-type: none"> • Expresses own preferences and interests • Can select and use resources with help • Welcomes and values praise for what they have done Managing Feelings & Behaviour <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice • Seeks comfort from familiar adults when needed Making Relationships <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Plays co-operatively with a familiar adult, eg- rolling a ball back and forth • Plays alongside others • Seeks out others to share experiences
	Planned Activities	Planned Activities	Planned Activities
	New Pupils: Structured Observations Post it observations Begin to follow daily routines and begin to	New Pupils: Structured Observations Post it observations Begin to follow daily routines and begin to feel	Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.

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	<p>feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Targeted work - early communication skills - making requests and expressing interests.</p>	<p>safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer</p> <p>Targeted work - early communication skills - making requests and expressing interests.</p>	<p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer</p> <p>Targeted work - early communication skills - making requests and expressing interests.</p>
CL	<p>Aspirational Outcomes</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> Has a strong exploratory impulse Listens with interest to the noises adults make when they read stories Moves whole bodies to sounds they enjoy such as music or a regular beat <p>Understanding</p> <ul style="list-style-type: none"> Stops and looks when hears own name Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Starts to understand contextual clues, e.g. familiar gestures, words and sounds. <p>Speaking</p> <ul style="list-style-type: none"> Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo. <p>Reading</p> <ul style="list-style-type: none"> Enjoys looking at books and other printed materials with familiar people Handles books and printed material with interest 	<p>Aspirational Outcomes</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Listen with interest to the noises adults make when they read stories. <p>Understanding</p> <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked or identify objects from a group. Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Understanding of single words in context is developing e.g. cup, daddy, milk. <p>Speaking</p> <ul style="list-style-type: none"> Frequently imitates words and sounds. Uses different types of everyday words Beginning to put two words together e.g. want ball, more juice. <p>Reading</p>	<p>Aspirational Outcomes</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Is able to follow directions <p>Understanding</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g. who's jumping Understands who, what, where in simple sentences Understands use of objects e.g. what do we use to cut things? <p>Speaking</p> <ul style="list-style-type: none"> Uses sounds in play e.g. brrrm for toy car Uses single words Uses different types of everyday words (nouns, verbs, and adjectives e.g. banana, go sleep, hot) Beginning to talk about people and things that are not present <p>Reading</p>

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<p>Pre-Writing Early mark making</p>	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories. <p>Pre-Writing Early mark making Writing Begins to distinguish between the different marks they make.</p>	<ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game Listens and joins in with stories and poems one to one and in small groups <p>Writing Begins to distinguish between the different marks they make</p>
<p>Planned Activities</p>	<p>Planned Activities</p>	<p>Planned Activities</p>
<p>Make marks in scented corn flour. Use isolated fingers and whole hands. Make smell pots, 5 different scents two of same smell matching (suggestions: vanilla, peppermint, perfume scents, and cooking scents), permanent marker, use some one handled tools and pots with adequate adult support. Encourage circular and zig-zag pattern making in gross and fine motor movement ranges. Experience Scratch and Sniff books. Make own scented books. Adults to model language and action of smelling and to name the smells e.g. mint, cinnamon, lavender. Listen to Smelly Bill story. Use scented play dough to make long worm and round balls. Use flat hands in different motion Listen to The Phonics on espresso Phonics - n, p, g - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with</p>	<p>Make marks in scented corn flour. Use isolated fingers and whole hands. Make scented pots, 5 different scents, two of same smell matching (suggestions: vanilla, peppermint, perfume scents, and cooking scents), permanent marker, use some one handled tools and pots. Encourage circular and zig-zag pattern making in gross and fine motor movement ranges. Experience Scratch and Sniff books. Make own scented books. Adults to model language and action of smelling and to name the smells e.g. mint, cinnamon, lavender.</p>  <p>The 5 Senses: Sense of Smell Swatches</p> <p>Listen to Smelly Bill story. Use scented play dough to make long worm and round balls. Use flat hands in different motion Listen to The Phonics on espresso Phonics - n, p, g - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult</p>	<p>Make marks in scented corn flour. Use isolated fingers and whole hands. Make smell pots, 5 different scents two of same smell matching (suggestions: vanilla, peppermint, perfume scents, and cooking scents), permanent marker, use some one handled tools and pots. Encourage circular and zig-zag pattern making in gross and fine motor movement ranges. Experience Scratch and Sniff books. Make own scented books. Adults to model language and action of smelling and to name the smells e.g. mint, cinnamon, lavender. Listen to Smelly Bill story . Use scented play dough to make long worm and round balls. Use flat hands in different motions. Listen to The Phonics on espresso Phonics - n, p, g,- explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....</p>

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	adult support. Join in with Barbara has a bag....	(sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....	
UW	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>The world</p> <ul style="list-style-type: none"> Moves eyes, then head, to follow moving objects. Looks around a room with interest; visually scans environment for novel, interesting objects and events. Smiles with pleasure at recognisable playthings. Repeats actions that have an effect Closely observes what animals, people and vehicles do. <p>Technology</p> <ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> Is curious about people and shows interest in stories about themselves and their family. <p>The World</p> <ul style="list-style-type: none"> Matches parts of objects that fit together, e.g. puts lid on teapot. Enjoy playing with small-world models such as a farm, a garage, or a train track. <p>Technology</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as a sound, movements or new images. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn how to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> Enjoys pictures and stories about themselves, their families and other people Begin to have their own friends <p>The world</p> <ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train track Notices detailed features of objects in their environment <p>Technology</p> <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Uses ICT hardware, mouse and keyboard to interact with age-appropriate computer software
	Planned Activities	Planned Activities	Planned Activities
<p>Make ginger cookies. Participate in weighing and measuring the ingredients and explore them in their cooked and raw forms. Smell and choose the spices to use in the cookies e.g. do we want cinnamon or ginger spice? Make scented playdough. Make a smell pots. Use cotton wool with different smells in each. Smell the different bags and match, independent access. Record responses to different smells - nice and nasty! Stick symbols to record. Smell walk around the school- kitchen, pool,</p>	<p>Make ginger cookies.</p>  <p>Participate in weighing and measuring the ingredients and explore them in their cooked and raw forms. Smell and choose the spices to use in the biscuits e.g. do we want cinnamon or ginger spice? Make scented playdough. Make a smell pots. Use cotton wool with</p>	<p>Make ginger cookies. Participate in weighing and measuring the ingredients and explore them in their cooked and raw forms. Smell and choose the spices to use in the cookies e.g. do we want cinnamon or ginger? Make scented playdough. Make a smell pots. Use cotton wool with different smells in each. Smell the different bags and match, independent access. Record responses to different smells - nice and nasty! Stick symbols to record. Smell walk around the school- kitchen, pool, bathroom, sensory garden.</p>	

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	<p>bathroom, sensory garden. Smelling books - guess the scent and match to photo cards Take part in simple computer programs - such as 2Paint, Switch It.</p>	<p>different smells in each. Smell the different bags and match, independent access. Record responses to different smells - nice and nasty! Stick symbols to record. Smell walk around the school- kitchen, pool, bathroom, sensory garden. Smelling books - guess the scent and match to photo cards Take part in simple computer programs - such as 2Paint, Switch It.</p>	<p>Smelling books - guess the scent and match to photo cards Take part in simple computer programs - such as 2Paint, Switch It.</p>
PD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms on a wedge • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. • Enjoys the sensory experience of making marks in damp sand, paste or paint. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Opens mouth for spoon. • Grasps finger foods and brings them to mouth • Can actively cooperate with nappy changing • Develops own likes and dislikes in food and drink. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Can kick a large ball. • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools. • Beginning to use 3 fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles, and lines. • Move freely with pleasure and confidence in a range of ways • Can catch a large ball. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Willing to try new food textures and tastes. • Helps with clothing e.g. puts on hat, unzips jacket. Can usually manage washing and drying hands. • Can tell adults when hungry or tired or when they want to rest or play. Beginning to recognise danger and seeks support of significant adults for help. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools • May be beginning to show preference for dominant hand • Experiments with different ways of moving <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Helps with clothing e.g. puts on hat, unzips jacket • Beginning to be independent in self-care but still often needs adult support • Starts to communicate urination, bowel movement <p>Can usually manage washing and drying hands</p>
	Planned Activities	Planned Activities	Planned Activities
<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities.</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make</p>	

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	<p>Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games.</p> <p>Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes.</p> <p>Trace tactile letter with adult support.</p> <p>Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v.</p> <p>Independence skills - dressing and feeding, opportunities to try out.</p> <p>Use of wheeled toys and apparatus in outdoor covered area.</p> <p>Use KL animal positions as a warm up.</p> <p>Warm up to get ready for exercise, feel heart beating.</p> <p>Action song time and 5 a day.</p>	<p>Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games.</p> <p>Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes.</p> <p>Trace tactile letter with adult support.</p> <p>Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v.</p> <p>Independence skills - dressing and feeding, opportunities to try out.</p> <p>Use of wheeled toys and apparatus in outdoor covered area.</p> <p>Use KL animal positions as a warm up.</p> <p>Warm up to get ready for exercise, feel heart beating.</p> <p>Action song time and 5 a day</p>	<p>Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games.</p> <p>Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes.</p> <p>Trace tactile letter with adult support.</p> <p>Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v.</p> <p>Independence skills - dressing and feeding, opportunities to try out.</p> <p>Use of wheeled toys and apparatus in outdoor covered area.</p> <p>Use KL animal positions as a warm up.</p> <p>Warm up to get ready for exercise, feel heart beating.</p> <p>Action song time and 5 a day.</p>
EAD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. <p>Being imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks . • Joins in with singing favourite songs. • Show an interest in the way musical instruments sound. • Experiment with blocks, colour and marks. • Imitates and improvises actions they have observed, e.g. clapping or waving. <p>Being Imaginative</p> <p><i>Children need to explore the world and develop a range of way to communicate before they can express their own ideas through arts and design.</i></p> <ul style="list-style-type: none"> • With adult direction engage in role-play based on own first-hand experiences. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Joins in with singing favourite songs • Imitates movement in response to music • Explores colour and how colour can be changed • Uses various construction materials <p>Being Imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound • With adult direction engage in role-play based on own first-hand experiences
	Planned Activities	Planned Activities	Planned Activities
	Art work using body/ hand painting, use	Art work using body/ hand painting, use	Art work using body/ hand painting, use

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	<p>scented puffy paints e.g. minty, cinnamon, lemon etc. Children to paint to be closed up in plastic containers and children are to use their PECS book to request their desired tools and colours.</p> <p>Practicing early creative skills- activities to include free choice of gluing, drawing, painting to create body collage. Process as focus rather than outcome.</p> <p>Use computer to explore purple mash program.</p>	<p>scented puffy paints e.g. minty, cinnamon, lemon etc. Children to paint to be closed up in plastic containers and children are to use their PECS book to request their desired tools and colours.</p>  <p>Practicing early creative skills- activities to include free choice of gluing, drawing, painting to create body collage.</p> <p>Use computer to explore purple mash program.</p>	<p>scented puffy paints e.g. minty, cinnamon, lemon etc. Children to paint to be closed up in plastic containers and children are to use their PECS book to request their desired tools and colours.</p> <p>Practicing early creative skills- activities to include free choice of gluing, drawing, painting to create body collage.</p> <p>Use computer to explore purple mash program.</p>
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Theme 4 My sense of hearing 1st October 2018

	Group 1 BD, HW, CP	Group 2 LR	Group 3 OB, DM, PZ
PSED	<p>Aspirational Outcomes</p> <p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Learns that own voice and actions have effects on others. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Shows a range of emotions such as pleasure, fear and excitement. <p>Making Relationships</p> <ul style="list-style-type: none"> • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations When supported by a familiar person 	<p>Aspirational Outcomes</p> <p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests. • Can select and use activities and resources with help. • Engages other person to help achieve goal, e.g. to get an object out of reach. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Beginning to understand 'yes', 'no' and some boundaries. • Begins to learn that some things are theirs, some things are shared and some things belong to other people. • Co-operates with caregiving experiences e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. 	<p>Aspirational Outcomes</p> <p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests • Can select and use resources with help • Welcomes and values praise for what they have done <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice • Seeks comfort from familiar adults when needed <p>Making Relationships</p> <ul style="list-style-type: none"> • Interested in others' play and starting to join in.

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		Making Relationships <ul style="list-style-type: none"> Plays alongside others. Plays co-operatively with a familiar adult, e.g. rolling a ball back and forth Seeks out others to share experiences. 	<ul style="list-style-type: none"> Plays co-operatively with a familiar adult, eg- rolling a ball back and forth Plays alongside others Seeks out others to share experiences
	Planned Activities	Planned Activities	Planned Activities
	<p>New Pupils: Structured Observations, Post it observations, Begin to follow daily routines and begin to feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support.</p> <p>Targeted work - early communication skills - making requests and expressing interests.</p>	<p>New Pupils: Structured Observations, Post it observations, Begin to follow daily routines and begin to feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support.</p> <p>Take part in turn taking games with another peer</p> <p>Targeted work - early communication skills - making requests and expressing interests.</p>	<p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support.</p> <p>Take part in turn taking games with another peer</p> <p>Targeted work - early communication skills - making requests and expressing interests.</p>
CL&L	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	Listening & Attention <ul style="list-style-type: none"> Has a strong exploratory impulse Listens with interest to the noises adults make when they read stories Moves whole bodies to sounds they enjoy such as music or a regular beat Understanding <ul style="list-style-type: none"> Stops and looks when hears own name Responds to the different things said when in a familiar context with a special person e.g. where's 	Listening & Attention <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Listen with interest to the noises adults make when they read stories. Understanding <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked or identify objects from a group. 	Listening & Attention <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Is able to follow directions Understanding <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g. who's jumping

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	<p>mummy? <i>Where's your nose?</i></p> <ul style="list-style-type: none"> Starts to understand contextual clues, e.g. familiar gestures, words and sounds. <p>Speaking</p> <ul style="list-style-type: none"> Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo. <p>Reading</p> <ul style="list-style-type: none"> Enjoys looking at books and other printed materials with familiar people Handles books and printed material with interest <p>Pre-Writing</p> <ul style="list-style-type: none"> Early mark making <p>Writing</p> <ul style="list-style-type: none"> Begins to distinguish between the different marks they make <p>Pre-Writing Early mark making</p>	<ul style="list-style-type: none"> Responds to the different things said when in a familiar context with a special person e.g. where's mummy? <i>Where's your nose?</i> Understanding of single words in context is developing e.g. cup, daddy, milk. <p>Speaking</p> <ul style="list-style-type: none"> Frequently imitates words and sounds. Uses different types of everyday words Beginning to put two words together e.g. want ball, more juice. <p>Reading</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories. <p>Pre-Writing Early mark making</p> <p>Writing Begins to distinguish between the different marks they make.</p>	<ul style="list-style-type: none"> Understands who, what, where in simple sentences Understands use of objects e.g. what do we use to cut things? <p>Speaking</p> <ul style="list-style-type: none"> Uses sounds in play e.g. brrrm for toy car Uses single words Uses different types of everyday words (nouns, verbs, and adjectives e.g. banana, go sleep, hot) Beginning to talk about people and things that are not present <p>Reading</p> <ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game Listens and joins in with stories and poems one to one and in small groups <p>Writing</p> <ul style="list-style-type: none"> Begins to distinguish between the different marks they make
	<p>Planned Activities</p>	<p>Planned Activities</p>	<p>Planned Activities</p>
	<p>Experience a selection of noisy books with buttons and sound switches. Look for recognition of sounds being made. Listen to Nicky's Noisy Night and Rabbit's Nap and join in with making the sound effects using instruments and switches. Share a noisy story and make a sound track to accompany it Dear Zoo with the animal noises. Guess the sound from the choice of 2. Listen to hidden objects making a sound. Listen to The Phonics on espresso Phonics - o, c, k, - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support.</p>	<p>Experience a selection of noisy books with buttons and sound switches. Look for recognition of sounds being made. Listen to Nicky's Noisy Night and Rabbit's Nap and join in with making the sound effects using instruments and switches. Share a noisy story and make a sound track to accompany it Dear Zoo with the animal noises. Guess the sound. Listen to hidden objects making a sound. Use PECS to describe what they hear. Listen to The Phonics on espresso Phonics - o, c, k, - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support.</p>	<p>Experience a selection of noisy books with buttons and sound switches. Look for recognition of sounds being made. Listen to Nicky's Noisy Night and Rabbit's Nap and join in with making the sound effects using instruments and switches. Share a noisy story and make a sound track to accompany it Dear Zoo with the animal noises. Guess the sound. Listen to hidden objects making a sound. Use PECS to describe what they hear Listen to The Phonics on espresso Phonics - o, c, k, - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support.</p>

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	Join in with Barbara has a bag....	Join in with Barbara has a bag....	Join in with Barbara has a bag...
UW	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>The world</p> <ul style="list-style-type: none"> Moves eyes, then head, to follow moving objects. Looks around a room with interest; visually scans environment for novel, interesting objects and events. Smiles with pleasure at recognisable playthings. Repeats actions that have an effect Closely observes what animals, people and vehicles do. <p>Technology</p> <ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> Is curious about people and shows interest in stories about themselves and their family. <p>The World</p> <ul style="list-style-type: none"> Matches parts of objects that fit together, e.g. puts lid on teapot. Enjoy playing with small-world models such as a farm, a garage, or a train track. <p>Technology</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as a sound, movements or new images. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn how to operate them. 	<p>People & Communities</p> <ul style="list-style-type: none"> Enjoys pictures and stories about themselves, their families and other people Begin to have their own friends <p>The world</p> <ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train track Notifies detailed features of objects in their environment <p>Technology</p> <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Uses ICT hardware, mouse and keyboard to interact with age-appropriate computer software
	Planned Activities	Planned Activities	Planned Activities
	<p>Make crunchy salad</p> <p>Explore the different salad ingredients in their prepared and natural forms. Participate in chopping, grating, slicing and presenting. Try different 'noisy' and 'quiet' foods over the week- cereal and bread, celery and marsh mallows, crisps and candy floss, apples and bananas. Draw comparisons between the foods and indicate preference using preferred method of communication. Sound walk around school. Record the different sounds and take photographs of people and places we hear sounds e.g. kitchen, water fall, toilets flushing, playtime. Take part in simple computer programs -</p>	<p>Make crunchy salad.</p>  <p>Explore the different salad ingredients in their prepared and natural forms. Participate in chopping, grating, slicing and presenting. Try different 'noisy' and 'quiet' foods over the week- cereal and bread, celery and marsh mallows, crisps and candy floss, apples and bananas. Draw comparisons between the foods and indicate preference using preferred method of communication. Sound walk around school. Record the different sounds and take photographs of people and places we hear sounds e.g. kitchen, water fall, toilets flushing, playtime. Take part in simple computer programs -</p>	<p>Make crunchy salad</p> <p>Explore the different salad ingredients in their prepared and natural forms. Participate in chopping, grating, slicing and presenting. Try different 'noisy' and 'quiet' foods over the week- cereal and bread, celery and marsh mallows, crisps and candy floss, apples and bananas. Draw comparisons between the foods and indicate preference using preferred method of communication. Sound walk around school. Record the different sounds and take photographs of people and places we hear sounds e.g. kitchen, water fall, toilets flushing, playtime. Take part in simple computer programs - simple city for animal natural sounds, 2Simple</p>

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	simple city for animal natural sounds, 2Simple music for instrument sounds, create own sounds/music - experience cause and effect sound programs	simple city for animal natural sounds, 2Simple music for instrument sounds, create own sounds/music - experience cause and effect sound programs	music for instrument sounds, create own sounds/music - experience cause and effect sound programs
PD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	Moving & Handling <ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms on a wedge • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. • Enjoys the sensory experience of making marks in damp sand, paste or paint. Health & Self-Care <ul style="list-style-type: none"> • Opens mouth for spoon. • Grasps finger foods and brings them to mouth • Can actively cooperate with nappy changing • Develops own likes and dislikes in food and drink. 	Moving & Handling <ul style="list-style-type: none"> • Can kick a large ball. • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools. • Beginning to use 3 fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles, and lines. • Move freely with pleasure and confidence in a range of ways • Can catch a large ball. Health & Self-Care <ul style="list-style-type: none"> • Willing to try new food textures and tastes. • Helps with clothing e.g. puts on hat, unzips jacket. • Can usually manage washing and drying hands. • Can tell adults when hungry or tired or when they want to rest or play. • Beginning to recognise danger and seeks support of significant adults for help. 	Moving & Handling <ul style="list-style-type: none"> • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools • May be beginning to show preference for dominant hand • Experiments with different ways of moving Health & Self-Care <ul style="list-style-type: none"> • Helps with clothing e.g. puts on hat, unzips jacket • Beginning to be independent in self-care but still often needs adult support • Starts to communicate urination, bowel movement Can usually manage washing and drying hands
	Planned Activities	Planned Activities	Planned Activities
	Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games.	Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches,	Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches,

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	<p>Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>	<p>crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day</p>	<p>crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>
EAD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. <p>Being imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks . • Joins in with singing favourite songs. • Show an interest in the way musical instruments sound. • Experiment with blocks, colour and marks. • Imitates and improvises actions they have observed, e.g. clapping or waving. <p>Being Imaginative</p> <p><i>Children need to explore the world and develop a range of way to communicate before they can express their own ideas through arts and design.</i></p> <ul style="list-style-type: none"> • With adult direction engage in role-play based on own first-hand experiences. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Joins in with singing favourite songs • Imitates movement in response to music • Explores colour and how colour can be changed • Uses various construction materials <p>Being Imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound With adult direction engage in role-play based on own first-hand experiences
	Planned Activities	Planned Activities	Planned Activities
	<p>Experience rhymes. Children to choose which song they would like to sing from the song board. Sound walk around the school, Explore simple sound computer programmes.</p>	<p>Experience rhymes. Children to choose which song they would like to sing from the song board. Sound walk around the school, Explore simple sound computer programmes.</p>	<p>Experience rhymes. Children to choose which song they would like to sing from the song board. Sound walk around the school, Explore simple sound computer programmes.</p>

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<p>Scrunchy materials collage. Use tissue paper, cellophane, crisp packets, foil etc... Explore the materials independently, making noise loudly and quietly. Collage with the materials. Music- Children to experience music lesson Engage in craft, malleable, construction and role play activities with support (see continuous provision posters).</p>	<p>Scrunchy materials collage. Use tissue paper, cellophane, crisp packets, foil etc... Explore the materials independently, making noise loudly and quietly. Collage with the materials. Music- Children to experience music lesson Engage in craft, malleable, construction and role play activities with support (see continuous provision posters).</p>	<p>Scrunchy materials collage. Use tissue paper, cellophane, crisp packets, foil etc... Explore the materials independently, making noise loudly and quietly. Collage with the materials. Music- Children to experience music lesson Engage in craft, malleable, construction and role play activities with support (see continuous provision posters).</p>
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Theme 5 My sense of taste 8th October 2018

	Group 1 BD, HW, CP	Group 2 LR	Group 3 DM, PZ, OB
PSED	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Learns that own voice and actions have effects on others. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Shows a range of emotions such as pleasure, fear and excitement. <p>Making Relationships</p> <ul style="list-style-type: none"> • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations When supported by a familiar person 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests. • Can select and use activities and resources with help. • Engages other person to help achieve goal, e.g. to get an object out of reach. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Beginning to understand 'yes', 'no' and some boundaries. • Begins to learn that some things are theirs, some things are shared and some things belong to other people. • Co-operates with caregiving experiences e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. <p>Making Relationships</p> <ul style="list-style-type: none"> • Plays alongside others. • Plays co-operatively with a familiar adult, e.g. rolling a ball back and forth • Seeks out others to share experiences. 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests • Can select and use resources with help • Welcomes and values praise for what they have done <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice • Seeks comfort from familiar adults when needed <p>Making Relationships</p> <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Plays co-operatively with a familiar adult, eg- rolling a ball back and forth • Plays alongside others • Seeks out others to share experiences
	Planned Activities	Planned Activities	Planned Activities
	<p style="background-color: #d3d3d3;">New Pupils: Structured Observations</p> <p style="background-color: #d3d3d3;">Post it observations</p> <p style="background-color: #d3d3d3;">Begin to follow daily routines and begin to</p>	<p style="background-color: #d3d3d3;">New Pupils: Structured Observations</p> <p style="background-color: #d3d3d3;">Post it observations</p> <p style="background-color: #d3d3d3;">Begin to follow daily routines and begin to feel</p>	<p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p>

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	<p>feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Targeted work - early communication skills - making requests and expressing interests.</p>	<p>safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language.</p> <p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer</p> <p>Targeted work - early communication skills - making requests and expressing interests.</p>	<p>Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions.</p> <p>Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer</p> <p>Targeted work - early communication skills - making requests and expressing interests.</p>
CL	<p>Aspirational Outcomes</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> Has a strong exploratory impulse Listens with interest to the noises adults make when they read stories Moves whole bodies to sounds they enjoy such as music or a regular beat <p>Understanding</p> <ul style="list-style-type: none"> Stops and looks when hears own name Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Starts to understand contextual clues, e.g. familiar gestures, words and sounds. <p>Speaking</p> <ul style="list-style-type: none"> Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo. <p>Reading</p> <ul style="list-style-type: none"> Enjoys looking at books and other printed materials with familiar people Handles books and printed material with interest <p>Pre-Writing</p>	<p>Aspirational Outcomes</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Listen with interest to the noises adults make when they read stories. <p>Understanding</p> <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked or identify objects from a group. Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Understanding of single words in context is developing e.g. cup, daddy, milk. <p>Speaking</p> <ul style="list-style-type: none"> Frequently imitates words and sounds. Uses different types of everyday words Beginning to put two words together e.g. want ball, more juice. <p>Reading</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or 	<p>Aspirational Outcomes</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Is able to follow directions <p>Understanding</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g. who's jumping Understands who, what, where in simple sentences Understands use of objects e.g. what do we use to cut things? <p>Speaking</p> <ul style="list-style-type: none"> Uses sounds in play e.g. brrrr for toy car Uses single words Uses different types of everyday words (nouns, verbs, and adjectives e.g. banana, go sleep, hot) Beginning to talk about people and things that are not present <p>Reading</p> <ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme,

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	<ul style="list-style-type: none"> • Early mark making <p>Writing</p> <ul style="list-style-type: none"> • Begins to distinguish between the different marks they make <p>Pre-Writing</p> <p>Early mark making</p>	<p>jingles</p> <ul style="list-style-type: none"> • .Repeats words or phrases from familiar stories. <p>Pre-Writing</p> <p>Early mark making</p> <p>Writing</p> <p>Begins to distinguish between the different marks they make.</p>	<p>story or game</p> <ul style="list-style-type: none"> • Listens and joins in with stories and poems one to one and in small groups <p>Writing</p> <ul style="list-style-type: none"> • Begins to distinguish between the different marks they make
	Planned Activities	Planned Activities	Planned Activities
	<p>Make rainbow tortillas and make a class instruction booklet using photos and symbols of fruit and equipment used. Make collage using food magazines and pictures. Adults to model appropriate language and process to make the collage. Look at different food packaging, finding named items on request Match packaging to photos/symbols (food items in branded and generic packaging). Listen to The Phonics on espresso Phonics - u, b, f - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....</p>	 <p>Make rainbow tortillas and make a class instruction booklet using photos and symbols of fruit and equipment used. Make collage using food magazines and pictures. Adults to model appropriate language and process to make the collage. Look at different food packaging, finding named items on request Match packaging to photos/symbols (food items in branded and generic packaging). Listen to The Phonics on espresso Phonics - u, b, f - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....</p>	<p>Make rainbow tortillas and make a class instruction booklet using photos and symbols of fruit and equipment used. Make collage using food magazines and pictures. Adults to model appropriate language and process to make the collage. Look at different food packaging, finding named items on request Match packaging to photos/symbols (food items in branded and generic packaging). Listen to The Phonics on espresso Phonics - u, b, f - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag....</p>
UW	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>The world</p> <ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. 	<p>People & Communities</p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. 	<p>People & Communities</p> <ul style="list-style-type: none"> • Enjoys pictures and stories about themselves, their families and other people

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	<ul style="list-style-type: none"> Looks around a room with interest: visually scans environment for novel, interesting objects and events. Smiles with pleasure at recognisable playthings. Repeats actions that have an effect Closely observes what animals, people and vehicles do. <p>Technology</p> <ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p>The World</p> <ul style="list-style-type: none"> Matches parts of objects that fit together, e.g. puts lid on teapot. Enjoy playing with small-world models such as a farm, a garage, or a train track. <p>Technology</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as a sound, movements or new images. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn how to operate them. 	<ul style="list-style-type: none"> Begin to have their own friends <p>The world</p> <ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train track Notices detailed features of objects in their environment <p>Technology</p> <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Uses ICT hardware, mouse and keyboard to interact with age-appropriate computer software
	<p>Planned Activities</p> <p>Make popping candy loaded chocolate Explore the different ingredients in their prepared and raw forms. Participate in weighing and measuring, responding to more and stop. Try different tastes across the week, indicating preferences by preferred communication method</p>	 <p>Make popping candy loaded chocolate Explore the different ingredients in their prepared and raw forms. Participate in weighing and measuring, responding to more and stop. Try different tastes across the week, indicating preferences by preferred communication method.</p>	<p>Planned Activities</p> <p>Make popping candy loaded chocolate Explore the different ingredients in their prepared and raw forms. Participate in weighing and measuring, responding to more and stop. Try different tastes across the week, indicating preferences by preferred communication method</p>
<p>PD</p>	<p>Aspirational Outcomes</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> Turns head in response to sounds and sights. Gradually develops ability to hold up own head. Makes movements with arms and legs which gradually become more controlled. When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms on a wedge Reaches out for, touches and begins to hold objects. Explores objects with mouth, often picking up an object and holding it to the mouth. 	<p>Aspirational Outcomes</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> Can kick a large ball. Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools. Beginning to use 3 fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles, and lines. Move freely with pleasure and confidence in a range of ways Can catch a large ball. <p>Health & Self-Care</p>	<p>Aspirational Outcomes</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools May be beginning to show preference for dominant hand Experiments with different ways of moving <p>Health & Self-Care</p> <ul style="list-style-type: none"> Helps with clothing e.g. puts on hat, unzips jacket Beginning to be independent in self-care but still often needs adult support Starts to communicate urination, bowel movement <p>Can usually manage washing and drying hands</p>

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<ul style="list-style-type: none"> • Enjoys the sensory experience of making marks in damp sand, paste or paint. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Opens mouth for spoon. • Grasps finger foods and brings them to mouth • Can actively cooperate with nappy changing <p>Develops own likes and dislikes in food and drink.</p>	<ul style="list-style-type: none"> • Willing to try new food textures and tastes. • Helps with clothing e.g. puts on hat, unzips jacket. Can usually manage washing and drying hands. • Can tell adults when hungry or tired or when they want to rest or play. Beginning to recognise danger and seeks support of significant adults for help. 	
Planned Activities	Planned Activities	Planned Activities
<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up.</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating.</p>	<p>Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating.</p>

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	Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.	Action song time and 5 a day	Action song time and 5 a day.
EAD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. <p>Being imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks . • Joins in with singing favourite songs. • Show an interest in the way musical instruments sound. • Experiment with blocks, colour and marks. • Imitates and improvises actions they have observed, e.g. clapping or waving. <p>Being Imaginative <i>Children need to explore the world and develop a range of way to communicate before they can express their own ideas through arts and design.</i></p> <ul style="list-style-type: none"> • With adult direction engage in role-play based on own first-hand experiences. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Joins in with singing favourite songs • Imitates movement in response to music • Explores colour and how colour can be changed • Uses various construction materials <p>Being Imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound With adult direction engage in role-play based on own first-hand experiences
	Planned Activities	Planned Activities	Planned Activities
	<p>Music- Children to experience music lesson related to weekly theme- taste. Experience rhymes. Children to choose which song they would like to sing from the song board. Make paper plate pizza. Prepare and choose ingredients. Print with fruits and vegetables dipped in paint.</p>	<p>Music- Children to experience music lesson related to weekly theme-taste. Experience rhymes. Children to choose which song they would like to sing from the song board.</p>  <p>Make paper plate pizza. Prepare and choose ingredients. Print with fruits and vegetables dipped in paint.</p>	<p>Music- Children to experience music lesson related to weekly theme- taste. Experience rhymes. Children to choose which song they would like to sing from the song board. Make paper plate pizza. Prepare and choose ingredients. Print with fruits and vegetables dipped in paint.</p>

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Theme 6 My sense of sight 15th October 2018

	Group 1 BD, HW, CP	Group 2 LR	Group 3 OB, PZ, DM
PSED	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Learns that own voice and actions have effects on others. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Shows a range of emotions such as pleasure, fear and excitement. <p>Making Relationships</p> <ul style="list-style-type: none"> • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations When supported by a familiar person 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests. • Can select and use activities and resources with help. • Engages other person to help achieve goal, e.g. to get an object out of reach. <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Beginning to understand 'yes', 'no' and some boundaries. • Begins to learn that some things are theirs, some things are shared and some things belong to other people. • Co-operates with caregiving experiences e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. <p>Making Relationships</p> <ul style="list-style-type: none"> • Plays alongside others. • Plays co-operatively with a familiar adult, e.g. rolling a ball back and forth • Seeks out others to share experiences. 	<p>Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Expresses own preferences and interests • Can select and use resources with help • Welcomes and values praise for what they have done <p>Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries, with encouragement and support. • Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice • Seeks comfort from familiar adults when needed <p>Making Relationships</p> <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Plays co-operatively with a familiar adult, eg- rolling a ball back and forth • Plays alongside others • Seeks out others to share experiences
	Planned Activities	Planned Activities	Planned Activities
	<p>New Pupils: Structured Observations, Post it observations, Begin to follow daily routines and begin to feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language. Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions. Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support.</p>	<p>New Pupils: Structured Observations, Post it observations, Begin to follow daily routines and begin to feel safe and secure in new situations. Identify belongings and peg</p> <p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language. Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions. Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support.</p>	<p>Sharing food prepared in the class, name the food type and recall process of making with adult to scaffold language. Daily class circle time and a class assembly based on remembering the day's activities and a calm end to the day. Use one word, sign or gesture to demonstrate listening/ memory. Daily cue activities for morning and afternoon sessions. Take part in class assembly and Sunshine Circle - make choices from a limited range. Share with another pupil with support. Take part in turn taking games with another peer Targeted work - early communication skills - making requests and expressing interests.</p>

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	Targeted work - early communication skills - making requests and expressing interests.	Take part in turn taking games with another peer Targeted work - early communication skills - making requests and expressing interests.	
CL	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Listening & Attention</p> <ul style="list-style-type: none"> Has a strong exploratory impulse Listens with interest to the noises adults make when they read stories Moves whole bodies to sounds they enjoy such as music or a regular beat <p>Understanding</p> <ul style="list-style-type: none"> Stops and looks when hears own name Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Starts to understand contextual clues, e.g. familiar gestures, words and sounds. <p>Speaking</p> <ul style="list-style-type: none"> Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo. <p>Reading</p> <ul style="list-style-type: none"> Enjoys looking at books and other printed materials with familiar people Handles books and printed material with interest <p>Pre-Writing</p> <ul style="list-style-type: none"> Early mark making <p>Writing</p> <ul style="list-style-type: none"> Begins to distinguish between the different marks they make <p>Pre-Writing Early mark making</p>	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Listen with interest to the noises adults make when they read stories. <p>Understanding</p> <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked or identify objects from a group. Responds to the different things said when in a familiar context with a special person e.g. where's mummy? Where's your nose? Understanding of single words in context is developing e.g. cup, daddy, milk. <p>Speaking</p> <ul style="list-style-type: none"> Frequently imitates words and sounds. Uses different types of everyday words Beginning to put two words together e.g. want ball, more juice. <p>Reading</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories. <p>Pre-Writing Early mark making</p> <p>Writing Begins to distinguish between the different marks they make.</p>	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Is able to follow directions <p>Understanding</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g. who's jumping Understands who, what, where in simple sentences Understands use of objects e.g. what do we use to cut things? <p>Speaking</p> <ul style="list-style-type: none"> Uses sounds in play e.g. brrrrm for toy car Uses single words Uses different types of everyday words (nouns, verbs, and adjectives e.g. banana, go sleep, hot) Beginning to talk about people and things that are not present <p>Reading</p> <ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game Listens and joins in with stories and poems one to one and in small groups <p>Writing</p> <ul style="list-style-type: none"> Begins to distinguish between the different marks they make
	Planned Activities	Planned Activities	Planned Activities
<p>Senses lotto, to complete with adequate instruction and support from adults. Explore books with flaps. Looking at who is under the flaps. Tracking lights with eyes, left to right, up and down, different movement patterns. Make own Lift the Flap book about senses. Use writing equipment and tools.</p>	<p>Senses lotto, to complete with adequate instruction and support from adults.</p>  <p>Explore books with flaps. Looking at who is</p>	<p>Senses lotto, to complete with adequate instruction and support from adults. Explore books with flaps. Looking at who is under the flaps. Tracking lights with eyes, left to right, up and down, different movement patterns. Make own Lift the Flap book about senses. Listen to The Phonics on espresso</p>	

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	<p>Listen to The Phonics on espresso Phonics - e, l, h - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag.... Explore and sound simple phonics sounds from chosen colourful bricks with adults help.</p>	<p>under the flaps. Make own Lift the Flap book about senses Use writing equipment and tools.</p>  <p>Listen to The Phonics on espresso Phonics - e, l, h - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag.... Build simple colourful brick cvc words with adults help.</p> 	<p>Phonics - e, l, h - explore items from feely bag and name items after adult. Trace finger over flashcard and repeat sound after adult (sound button available). Repeat picture card items after an adult. Select items and match to the picture card with adult support. Trace tactile letter with adult support. Join in with Barbara has a bag.... Build simple colourful brick cvc words with adults help.</p>
UW	<p>Aspirational Outcomes</p> <p>The world</p> <ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect • Closely observes what animals, people and vehicles 	<p>Aspirational Outcomes</p> <p>People & Communities</p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. <p>The World</p> <ul style="list-style-type: none"> • Matches parts of objects that fit together, e.g. puts lid on teapot. • Enjoy playing with small-world models such as a farm, a garage, or a train track. 	<p>Aspirational Outcomes</p> <p>People & Communities</p> <ul style="list-style-type: none"> • Enjoys pictures and stories about themselves, their families and other people • Begin to have their own friends <p>The world</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train tack • Notices detailed features of objects in their environment

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<p>do.</p> <p>Technology</p> <ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p>Technology</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as a sound, movements or new images. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn how to operate them. 	<p>Technology</p> <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Uses ICT hardware, mouse and keyboard to interact with age-appropriate computer software
<p style="text-align: center;">Planned Activities</p>	<p style="text-align: center;">Planned Activities</p>	<p style="text-align: center;">Planned Activities</p>
<p>Making senses lotto. Tracking lights with eyes, left to right, up and down, different movement patterns. Looking through glasses, telescopes, binoculars and coloured cellophane. Make tubes to look through. Name/find colours. Name/point to items we can see. Sort objects and colours into groups. Go outside and use digital camera with support to take photos of each other and the things they can see around them. Build, explore and watch walking colour experiment Use radio controlled toys Consolidation: Sing The 5 Senses Song</p>	<p>Making senses lotto. Tracking lights with eyes, left to right, up and down, different movement patterns.  Looking through glasses, telescopes, binoculars and coloured cellophane. Make tubes to look through. Name/find colours. Name/point to items we can see. Sort objects and colours into groups.  Go outside and use digital camera with support to take photos of each other and the things they can see around them. Build, explore and watch walking colour experiment </p>	<p>Making senses lotto. Tracking lights with eyes, left to right, up and down, different movement patterns. Looking through glasses, telescopes, binoculars and coloured cellophane. Make tubes to look through. Name/find colours. Name/point to items we can see. Sort objects and colours into groups. Go outside and use digital camera with support to take photos of each other and the things they can see around them. Build, explore and watch walking colour experiment Use radio controlled toys Consolidation: Sing The 5 Senses Song</p>

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		Use radio controlled toys Consolidation: Sing The 5 Senses Song	
PD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms on a wedge • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. • Enjoys the sensory experience of making marks in damp sand, paste or paint. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Opens mouth for spoon. • Grasps finger foods and brings them to mouth • Can actively cooperate with nappy changing • Develops own likes and dislikes in food and drink. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Can kick a large ball. • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools. • Beginning to use 3 fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles, and lines. • Move freely with pleasure and confidence in a range of ways • Can catch a large ball. <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Willing to try new food textures and tastes. • Helps with clothing e.g. puts on hat, unzips jacket. • Can usually manage washing and drying hands. • Can tell adults when hungry or tired or when they want to rest or play. • Beginning to recognise danger and seeks support of significant adults for help. 	<p>Moving & Handling</p> <ul style="list-style-type: none"> • Show control in holding and using jugs to pour, hammers, books, beaters and mark-making tools • May be beginning to show preference for dominant hand • Experiments with different ways of moving <p>Health & Self-Care</p> <ul style="list-style-type: none"> • Helps with clothing e.g. puts on hat, unzips jacket • Beginning to be independent in self-care but still often needs adult support • Starts to communicate urination, bowel movement <p>Can usually manage washing and drying hands</p>
	Planned Activities	Planned Activities	Planned Activities
Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches,	Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support.	Swimming session based on acquiring skills for Nemo swimming certificates (see separate plans.) Hall ; PE lessons with AG (see separate plans) Fine motor skills to be honed and encouraged during other activities e.g. UW tactile play, EAD modelling and making, tool use and control, writing skills activities. Engage in Kinetic Letters activities to 'Make Bodies Stronger' - red phase, i.e. lying on floor to read and write, high kneeling, crawling, pull ups and press ups, balancing games. Forearm and Wrist and Hand and Finger strength activities- hammer benches, crawling and clapping games, finger rhymes. Trace tactile letter with adult support.	

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	<p>crawling and clapping games, finger rhymes. Trace tactile letter with adult support. Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>	<p>Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day</p>	<p>Experience tracing letter in tactile materials and using a wipeboard. Trace over writing patterns matched to the letter shape i.e. straight line patterns for v. Independence skills - dressing and feeding, opportunities to try out. Use of wheeled toys and apparatus in outdoor covered area. Use KL animal positions as a warm up. Warm up to get ready for exercise, feel heart beating. Action song time and 5 a day.</p>
EAD	Aspirational Outcomes	Aspirational Outcomes	Aspirational Outcomes
	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. <p>Being imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks . • Joins in with singing favourite songs. • Show an interest in the way musical instruments sound. • Experiment with blocks, colour and marks. • Imitates and improvises actions they have observed, e.g. clapping or waving. <p>Being Imaginative <i>Children need to explore the world and develop a range of way to communicate before they can express their own ideas through arts and design.</i></p> <ul style="list-style-type: none"> • With adult direction engage in role-play based on own first-hand experiences. 	<p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Joins in with singing favourite songs • Imitates movement in response to music • Explores colour and how colour can be changed • Uses various construction materials <p>Being Imaginative</p> <ul style="list-style-type: none"> • Expresses self through physical action and sound With adult direction engage in role-play based on own first-hand experiences
	Planned Activities	Planned Activities	Planned Activities
	<p>Colour sorting task - looking through and seeing difference in colours. Walking colour experiment, observe results. Colour foam activity, choose colours and explore. Sing The 5 Senses Song Make paper plate painting by twisting colours.</p>	<p>Colour sorting task - looking through and seeing difference in colours. Walking colour experiment, observe results. Colour foam activity, choose colours and explore.</p>	<p>Colour sorting task - looking through and seeing difference in colours. Walking colour experiment, observe results. Colour foam activity, choose colours and explore. Sing The 5 Senses Song Make paper plate painting by twisting colours.</p>

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		 <p>Sing The 5 Senses Song Make paper plate painting by twisting colours.</p> 	
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