

Early Years Foundation Stage mid-term plans

Each term it is our intent to develop knowledge and skills in all the Early Years Foundation Stage curriculum areas. We develop the following key targets through a two-year rolling programme, following a themed approach offering challenge, play and exploration to support development in all areas of the curriculum. We encourage the development of the integration of all the senses to form a multisensory approach for the child to use in learning situations and therefore also plan sensory specific targets to meet the individual needs of the child. See individual termly plans for topic themed intent overview.

<u>Communication and language</u> <ul style="list-style-type: none">• To express wants and needs,<ul style="list-style-type: none">• to be communicators using own preferred mode of communication,• to begin to develop independence,• to begin to develop self-esteem and confidence.	<u>Personal, social and Emotional development</u> <ul style="list-style-type: none">• To know how to be self-proficient in feeding, cleaning, and dressing,<ul style="list-style-type: none">• to show independence,• to show social awareness and acceptance,<ul style="list-style-type: none">• to begin to respect each other,• to begin to develop life skills,• to begin to develop self-esteem and confidence.	<u>Physical Development</u> <ul style="list-style-type: none">• Can use equipment safely e.g., climbing frame, cars...• to demonstrate how to successfully negotiate space,<ul style="list-style-type: none">• the ability to move independently in an appropriate and safe manner.• to begin to develop self-esteem and confidence.	
<u>Literacy</u> <ul style="list-style-type: none">• To be able to recognise key letters and sounds,• to be able to recognise key words/symbols,<ul style="list-style-type: none">• to recognise own name,• to write own name,• to mark make with intent and give meaning to marks.• to describe something they can see using preferred communication method.	<u>Mathematics</u> <ul style="list-style-type: none">• To recognise object permanence,• to recognise key mathematical language and numbers,• to develop an awareness of early mathematical concepts,• to develop an awareness of routine.	<u>Understanding the world</u> <ul style="list-style-type: none">• Can recognise self and others,• can activate buttons, flaps and simple mechanisms,• can notice features in both the immediate and wider environment.• can participate in cultural days through role play, songs and creative activities.	<u>Expressive arts and design</u> <ul style="list-style-type: none">• Will participate in songs, rhymes and musical activities,• will participate in mark making and creative activities,• expresses self through physical action and sound,<ul style="list-style-type: none">• creates a response to an external stimulus i.e. moves to music, creates a story around toys...
<u>Sensory- (visual, auditory, tactile, olfactory (smell) , gustatory (taste), vestibular, and proprioception).</u> <ul style="list-style-type: none">• To improve social participation, self-esteem, self-regulation, tolerance and sensory-motor abilities.<ul style="list-style-type: none">• To develop attention in adult led and independent learning.			
<p>We ensure that we support the learners to achieve the intent of our curriculum by:</p> <ul style="list-style-type: none">• Regularly reviewing each child’s unique needs and next steps to ensure they progress and development to their fullest potential,<ul style="list-style-type: none">• providing a range of opportunities for challenge, play and exploration to support development in all areas of learning,• providing adult led, scaffolded and independent experiences to support individual and personalised learning in all areas,• providing a safe, friendly environment where children share warm genuine relationships that enable them to develop trust, where they can grow and flourish.			