

EYFS areas Frome & Specific

Week/Date	Literacy GL Literacy - DFSA1	Numeracy Authenotics - DYSALI	Science/History Geography/IGT Understanding the world	Art/DAT Music Expressive Arts a design	RE/PSHE	Physical development
1 1"-4" Sept.	Nursery rhymes Learning and reciting, sequencing and character activities	Half term focus -money. Number & counting- assessment for planning. Counting to and ocross 100, forwards and backwards. Number recognition/writing. Identify 1 or 10 more or less within 1-100.	Introduce & discuss topic-Ourselves. Identify living/non-living & investigate basic needs for survival. Regin "Barnaby Bear" introduce website. Where have children been? Focus on UK.	Begin DT unit- Puppers. Explore different types of puppers through play.	RE-How should we live our lives? PSHE-New beginnings. Settling into new class, explain traffic lights, expectations, set Golden rules. Find birthday month to add pictures to.	Gymnestic activity I session per week + 1 session with Sports coach. Stopping and stillness, establish rules. Explore travelling in different ways on fect. Using speed and direction - floorwork.
2 ted 7 th -11 th Sept.	Traditional tales Characters, naming and heroes/villains	Represent number bonds to 10/20, using part/whole technique. Revise coin values. Exchange coins for 1p's.	Begin Ict toys and games(TG1), e-safety- classroom rules. Classify living things eg move, breathe, feed etc. Name body parts. 88-mops & compass bitesips - Mr measure.	Make role play area into a puppet theatre. Add backdrops for different settings.	What I do affects athers- make a class chain. Sign class charter.	Stopping and stillness (10), travelling continued-large apparatus, establish rules and safety.
3 14*-18** Sept	Billy goat's gruff Defecting the monster Character description Imitation Starter day-bridges*	Partitioning - tens and units. Make and recognise, explain value of each place. Add tens and ones to make teens numbers. Count on and back in tens. Use coins.	Explore lifecycles- mammal, bird, insect- humon, duck, butterfly. 88 transport types- steam train (bitesize) T62-give instructions for Bee-bot sequences.	Watch BBC binesize- making puppers pt 1 and 2. Starter day* - making bridges.	Families- make a family chain.	Travelling on different parts of the body- floorwork.
4 denos 21st-25" Sept	Innovation Addition of character* descriptions	Addition- review basic techniques, combination and counting on. Assess understanding of 2	Food for fuel. What is a healthy meal? Make food pyramid. BB-food. BB-weather - what does BB need for	Explore the pop-up technique for puppets, make a troll to pop up from under the bridge.	Who am I? - make shields to show personal statements. Revise birthday months.	Travelling using different body parts on large apparetus, moving over, under, through and around.

Foundation Stage Maths Medium Term Planning

Russell Grigg

Foundation Stage Maths Medium Term Planning:

Child Centred Planning in the Early Years Foundation Stage Jo McEvoy, Samantha McMahon, 2019-05-27 Planning for learning in the EYFS is not a simple task Planning can be daunting time consuming and ineffective It is easy to fall into the trap of planning for activities and topics rather than planning for learning Be better more confident and effective at planning for learning in the EYFS with this book Explore the wider context of children's learning Make professional informed decisions to support all children Use statutory and non statutory guidance appropriately Be responsive to children's individual needs Capitalize on learning opportunities as they arise Be an advocate for child centred planning **Effective Medium-term Planning for Teachers** Lee Jerome, Marcus Bhargava, 2015-01-21 Effective medium term planning is the holy grail of planning Once teachers are able to conceptualise learning over a longer period of time they are empowered to achieve outstanding learning as part of their everyday teaching This book explains why medium term plans are important and how to go about constructing them Key coverage includes Practical guidance to support teachers to build their own effective medium term plans Examples of planning in action exploring key principles that can be applied to your own practice Theoretical and practical justifications for the importance of medium term planning Exploration of the links between raising attainment and effective medium term planning This is essential reading for initial teacher education students on university based and school based courses preparing to teach in primary and secondary education and early career teachers seeking to continue their professional learning The Complete Companion for Teaching and Leading Practice in the Early Years Pam Jarvis, Jane George, Wendy Holland, Jonathan Doherty, 2016-04-05 Previously published as The Early Years Professional's Complete Companion this new edition has been thoroughly updated and is the essential resource for aspiring and existing leaders of early years practice Covering a wide range of theoretical and practical concepts this book helps the reader consider how they can develop excellent practice within their unique setting Divided into three distinct sections the book begins by exploring the origins of early years practice before discussing principles in development social policy and child protection The second section considers what constitutes high quality practice and reflects on the role of emotional security environment and adults in shaping children's learning and development. The third and final section examines how activities associated with continued professional development impact on teaching standards before finishing with a discussion on international perspectives on early years practice Key features include New chapters on safeguarding children s rights continuous professional development and international perspectives of early years practice Chapter objectives tasks and links to the Early Years Foundation Stage Case studies with questions for reflection to promote critical thinking New developments in the early years practice arena are outlined including the emergence of Early Years Teacher Status EYTS This book is an essential text for those working towards qualifications in early years teaching and leading practice and provides a flexible basis for tutors trainers assessors and mentors to further develop programmes of education and training It will also appeal to teachers and practitioners interested in considering potential routes for continuing their professional development Planning and Using Time in the Foundation Stage Jill Williams, Karen McInnes, 2014-04-04 Operating on two levels this book aims to help students and practitioners understand how to plan and use time effectively within the foundation stage setting The book examines how children learn and play at different times of day how they fiction when they might be tired or hungry and how best to organize the learning day with this in mind The authors discuss the issue of environment how children relate to different areas within their own room and what happens when routines of time and place are altered The book also discusses how to develop children s understanding of time and how to incorporate the theme of time into children s play The book includes practical activities and examples that will allow children to fully comprehend the concept of time advice on how to create time for children to learn through play inquiry and investigation sections on how time can be used to include parents colleagues and the local community This book provides in depth analysis of how effective use of time can be beneficial for parents children and staff in early years setting The Early Years Foundation Stage Ioanna Palaiologou, 2024-08-09 The revised fifth edition of The Early Years Foundation Stage has been fully updated to cover revised EYFS revised Development Matters and policy shifts in the sector New to the book Brand new chapters on the Rights of the Child Children's Development Learning Theories and Planning New content on diversity and inclusion throughout all chapters New and updated case studies throughout the book including international cases Additions to chapters on children s mental health climate crisis and working with children post pandemic This market leading textbook is an essential guide for students helping them to develop an understanding of the EYFS curriculum and encouraging a critical view of the theory and policy behind it to strengthen their practice The Foundation Stage Teacher in Action Margaret Edgington, 2004-10-13 A fully revised edition of the author's best selling book this resource now includes an extended section on leadership and Professional Studies: Primary and Early Years Kate Jacques, Rob Hyland, 2007-09-03 managing the foundation stage This key resource for trainee primary teachers helps them to understand and fulfil the new professional requirements for QTS It focuses on a range of professional issues including management of pupils work individual needs and equal opportunities behaviour for learning and professional responsibilities outside teaching Each chapter includes tasks examples and further reading to highlight important concepts and key issues New and revised chapters mean this third edition is up to date with the QTS Standards latest documents and initiatives Further new reflective tasks and Moving On sections help trainees to build on the information in each chapter **Key Stage 3 Mathematics** Annie Gammon, 2002 An essential file to support teachers and heads of department by bringing together all the recent developments and issues of concern in Key Stage 3 mathematics In fact it s a complete guide to successful planning teaching and assessment work as a team to develop a clear departmental vision translate that vision into planning specific examples of good practice guided INSET activities for the whole team help with differentiation classroom organisation and transition for Year 7 children Meeting the

Standards in Primary Mathematics Tony Brown,2003-09-02 Written in response to the new ITT NC requirements for student teachers Comprehensive guide covering all aspects of primary teacher training relating to mathematics and the Standards required to reach qualified teacher status A strong and adoptable series for all ITT courses Informs teachers of exactly what they need to know to teach the subject and provides further information in continuing professional development issues There is increasing pressure on student teachers to develop their subject classroom competence in a short space of time this should help relieve the burden Part of the successful Meeting the Standards Series which students on BEd and PGCE courses and teachers will already be familiar with Includes a chapter dealing with the transition from teacher training to being a Newly Qualified Teacher

Starting Out Beam Education, 2003 This file will tell you everything you want to know about young children learning mathematics Starting Out explores the steps involved in learning the counting numbers the subtleties of more and less and difference and how pattern making sets the basis for an understanding of algebra

Teaching Children 3-11 Anne D Cockburn, Graham Handscomb, 2011-11-11 Focusing on the major topics underpinning professional studies strands in primary and early years teacher education Teaching Children Three Eleven provides indispensable coverage of vital practical and conceptual issues that support good teaching practice This Third Edition of the popular textbook has been carefully revised following detailed lecturer feedback to meet the evolving needs of students training to teach across the three to eleven age range Featuring four new chapters on curriculum development cross curricular teaching diversity and inclusion and communication in the classroom and engaging with the growing need for Master's level study in teacher education the new edition offers a balanced contemporary overview of modern teaching practice in an engaging and accessible manner This is essential reading for all students on primary and early years initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE SCITT and employment based routes into teaching It will also be invaluable for those starting out on their professional careers Anne Cockburn is Professor of Early Years Education at the University of East Anglia Graham Handscomb is Senior Manager in Strategic Development for School Improvement and Early Years at Essex County Council Building Skills for Effective Primary Teaching Rachael Paige, Sue Lambert, Rebecca Geeson, 2020-05-18 This book supports primary trainees and their in school mentors to understand the complex nature of effective learning and teaching in primary schools It explores the key skills required helping trainees begin use them in their teaching reflect on their development of these skills with their mentors and evaluate their impact on learning This book supports and challenges primary trainee teachers and their mentors both school based and university SCITT based by offering a range of approaches strategies and perspectives to aspects of primary teaching This new edition Includes practical guidance for building resilience Explores the latest teaching approaches being trialled in schools Supports trainees to work with their in school mentor Includes new chapterss on professional identity and professional responsibilities <u>Teaching Primary Humanities</u> Russell Grigg, 2014-05-22 As primary subjects are increasingly

being taught on an interdisciplinary level Russell Grigg and Sioned Hughes have created an innovative new text Teaching Primary Humanities This new text explores current debate encourages reflection and provides clear guidance on planning teaching and assessing the humanities from the Early Years to Key Stage 2 Through a blend of theory and real life examples Grigg and Hughes demonstrate the contribution that history geography and religious education can make to enhancing children's thinking literacy numeracy and ICT skills Whether you are a trainee or a practitioner this book will develop your knowledge of how young children's understanding of place time and community can be fostered through a play based curriculum It will also benefit teachers of older children looking to encourage more independent learning in their schools About the authors Dr Russell Grigg is Head of the South West Wales Centre of Teacher Education He is a trained primary inspector for England and Wales He has written widely in the field of history and primary education including Wales in the Victorian Age and Becoming an Outstanding Primary Teacher Dr Sioned Hughes is Senior Lecturer in Initial Teacher Training at the South West Wales Centre of Teacher Education She has published many educational materials especially in primary geography Her work on Patagonia was recognised by the Welsh Books Council as the Bestselling Children's Book in The Primary Curriculum Design Handbook Brian Male, 2012-02-02 Schools across the world are struggling to 2011 balance the statutory requirements of a National Curriculum with their desire to provide the wide engaging and exciting curriculum that they know children need Concerns about standards often lead to a narrowing of the curriculum and many schools lack the confidence and approach to design that would enable them to resolve what seems like an impossible dilemma In this authoritative yet engaging book Brian Male looks at how schools can meet the requirements of a National Curriculum and yet be flexible enough to meet the needs interests and concerns of pupils to be rooted in their lives and localities and to give scope for teachers to use their own creativity The Primary Curriculum Design Handbook is a practical guide on how to design a curriculum that will engage children s interest excite their imaginations and at the same time provide them with the knowledge skills and understanding they need to live successfully in the 21st Century **Science** Claire Marvin, Chris Stokoe, 2021-12-24 This accessible and practical teaching resource focuses on access to the science curriculum for pupils with learning difficulties Within an inclusive framework of participation and achievement for all the core of the book provides support and ideas for the effective planning and implementation of well differentiated science focused activities The book offers activities that are designed to motivate and challenge pupils with diverse individual needs guidance on differentiation in early years and across all key stages suggestions for teaching early developmental skills through sensory science defined learning outcomes that demonstrate progression in curriculum content and experience assessment and recording opportunities and guidance on how to incorporate science in a cross curricular way Written by authors who have direct experience in the field this book will provide practical help to all those working with pupils with learning difficulties in early years settings and in mainstream and special schools **Teaching Problem-Solving and**

Thinking Skills through Science Belle Wallace, Andrew Berry, Diana Cave, 2013-02-01 This highly practical resource book presents ways in which teachers can help to develop children's problem solving and thinking skills through a range of exciting science topics. The book contains classroom based activities which have been trialled and evaluated by teachers and children and helpfully shows how the skills developed through rigorous scientific investigations can be used across all areas of the curriculum. The scientific curriculum requirements are extended with exciting and inspiring problem solving activities that use scientific skills for example fair testing pattern seeking surveying classifying and identifying investigations over time designing testing and adapting an artefact open ended exploration. The book contains learning objectives for each activity step by step guidelines for carrying out each problem solving activity basic equipment that s needed examples of learner's work and guidelines for assessment. This book is a must buy for all early years and primary school teachers keen to encourage an inclusive but differentiated approach to the development of problem solving and thinking skills in their pupils

Geography in the Early Years Joanna Birch, Joy Palmer, 2004-09-09 This completely revised and updated second edition of Geography in the Early Years presents a lively and comprehensive overview of teaching and learning in geography Theoretical aspects of early years teaching in geography are complemented by up to date research findings and illustrated with discussion a wealth of case studies and suggestions for the development and implementation of sound geographical work in practice In a practitioner friendly style this book provides an examination of the essence of geography in terms of children's conceptions of the physical environment a detailed description of geography in the national curriculum and of the place and nature of environmental education within early years teaching guidelines for taking a whole school approach in policy planning and organisation of geographical learning examples of initial teacher training and continuing professional developments This highly accessible illuminating book will be immensely helpful to teachers student teachers policy makers and all other providers of education for children aged three to seven years Reflective Teaching Andrew Pollard, Janet Collins, 2005-03-04 Reflective Teaching is the definitive textbook for reflective classroom professionalism It offers support for trainee teachers mentors newly qualified teachers and for continuous professional development This second edition has been revised and updated to enhance classroom use Strong Foundations in Early Mathematics Lorna Earle, Sam Parkes, 2023-01-11 Developing the building blocks for mathematics This book supports early years teachers and practitioners to enable children to build Strong Foundations in Mathematics It focuses on children's learning and development in mathematics in the critical reception year It supports trainee teachers and early years students to reflect on their own mathematics learning and how this influences their teaching and subject confidence It acknowledges the uniqueness of the early years and explores the mathematical pedagogies of the EYFS Importantly the book challenges the assumption that early years mathematics is not proper maths **Teaching Mathematics** Paul Chambers, 2008-05-18 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of mathematics Everything you need is

here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons. The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher. The book is supplemented by a companion website with Videos of real lessons so you can see the skills discussed in the text in action. Links to a range of sites that provide useful additional support Extra planning and resource materials. If you are training to teach mathematics this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues. It also provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE Paul Chambers was formerly course leader for PGCE mathematics at Edge Hill University

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