

F/Stage
Medium
Term Plan

Spring
(a) 2018

Starting
Point:

Children to plant their own beans and care for them daily.

Understandable to adjust their behaviour to different situations, and take changes of routine in their learning across Lit/Maths using iPads

Children looking at traditional tales from around the world and learning about different cultures-Dual language books to be prominent. Access books via Kindle device.

Cooking-link to Gingerbread Man and Little Red Hen.

Planting beans, caring for them daily and describing changes in growth.

Key Objectives

To know about similarities and differences in relation to places, objects, materials and living things.

To complete a simple program on a computer.

To use ICT hardware to interact with age-appropriate computer software.

Developing an understanding of growth, decay and changes over time.

To make observations of animals and plants and explain why some things occur, and talk about changes.

PSED

Big emphasis on hygiene and self-care

Themes from Narratives covered to drive circle time and PSED sessions (e.g. stranger danger - Little Red Riding Hood/ Three Little Pigs)

Developing independence when selecting activities

Key Objectives

To be aware of boundaries set and of behavioural expectations in the setting

To begin to show good practices in relation to eating and hygiene

To understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

To be confident to try new activities, and say why they like some activities more than others

Expressive Arts and Design

Dramatising traditional tales using puppets and role play/dressing up clothes

Creating different types of puppets

Music with Esther: building up repertoire of songs and exploring musical instruments

Orchestra of the Age of Enlightenment - musical workshops facilitated by external agency.

Key Objectives

To explore and learn how sounds can be changed.

To engage in imaginative role-play based on own first-hand experiences

To use available resources to create props to support role-play.

To use a variety of media to create on different scales

To create simple representations of events, people and objects.

Physical Development

Learning to put on our coats, shoes etc..

Continue using scissors and other one-handed tools

Finger gym activities-lego/using pegs/threading and weaving

Small group PD (games/dance) sessions linked to stories/children's interests

Fine motor skills activities linked to cooking inspired by texts being covered

Daily handwriting sessions

Key Objectives

To handle tools and use them to effect changes on different materials

To hold a pencil near point between first two fingers and thumb and uses it with good control.

To begin to use anticlockwise movement and retrace vertical lines.

To eat a healthy range of foodstuffs and understand the need for variety of food.

Communication and Language

Book Talk-discussing characters/ settings and verbally sequencing events

Encouraging and modelling more complex sentences using connectives to links ideas together.

Retelling stories

Acting out stories using expression

Introducing positional language

Asking questions and working 'in role'

Key Objectives

Maintains attention, concentrates and sits quietly during appropriate activity.

To listen to stories with increasing attention and recall

To extend vocabulary and use talk to organise, sequence and clarify thinking, ideas, feelings and events

Uses language to imagine and recreate roles and experiences in play situations

Introduces a storyline or narrative into their play.

**TRADITIONAL
TALES**

Weekly planning to reflect information from observations/ELGs/Development Matters/Early Years Outcomes Objectives

Literacy

Narrative focuses-The Gingerbread Man, Three Little Pigs, Jack and the Beanstalk.

Red Riding Hood, Little Red Hen.

Care text: The Jolly Postman

Modelling and shared/guided writing for a reason eg lists, cards, labels, captions and simple sentences (Reception HA to begin to attempt simple narratives with support)

Children working on phonics phases 1, 2, 3

Guided reading & individual reading on-going

Key Objectives

To listen and join in with stories and is beginning to be aware of the way stories are structured.

To look at books and handle them with care

To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

To write own name and other things such as labels, captions.

Mathematics

Number/SSM work linked to the stories used during literacy. e.g. little red hen, gingerbread man...cooking and counting

Problem solving element each week to link with whole school approach to maths (passports)

Key Objectives

To count forwards and backwards with numbers from 1 to 10, 1 to 20 and beyond

Reception to begin to use counting on method to add two groups of objects together.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.