

Medium Term Planning: Spring 1

<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ● Takes steps to resolve conflicts with other children, e.g. finding a compromise. ● Can describe self in positive terms and talk about abilities. ● Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help (ELG). 	<p>Physical Development</p> <ul style="list-style-type: none"> ● Introduce the climbing frame in the gymnasium ● Provide physical activities which will support children's friendships / co-operation skills, e.g. throwing & kicking balls to each other, using large boxes to make a construction together etc ● Ensure that children sit as a whole group for no longer than 15 minutes at a time ● Everyday opportunities for malleable, sand and water play. 	<p>Mathematics</p> <ul style="list-style-type: none"> ● Children begin to use everyday language related to money. ● Children measure short periods of time ● Children begin to use the language of time ● Children can count and order numbers from 1-20. ● Children begin to use mathematical names for 'solid' 3D shapes. ● They begin to identify their own mathematical problems based on own interests and fascinations
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Children are continuing to build a repertoire of songs and dances. ● Children will be exploring the different sounds of instruments through weekly music lessons. ● Children will manipulate materials to achieve a planned effect. ● Children will construct with a purpose in mind, using a variety of resources. ● Children will be selecting tools and techniques needed to shape, assemble and join materials they are using. ● Children will continue to create simple representations of events, people and objects. ● Children will begin to introduce a storyline or narrative into their play, and try to play cooperatively as part of a group to develop and act out the narrative. 	<p>Main Themes: Animals and Habitats</p> <p>Focus: Pets, Farm animals, Zoo animals, Wild and Water animals and all of their Habitats</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> ● Children talk about some of the things they have observed such as animals and the habitats of animals. ● They show care and concern for living things and the environment. ● They comment and ask questions about aspects of their familiar world such as caring for animals and the characteristics of different animals. ● They continue to discuss the changing seasons (at this point, winter) and explore the properties of water (e.g. ice as it melts).
<p>Environment and Resources</p> <ul style="list-style-type: none"> ● Listening and responsive adults ● Use outside to provide/support all areas of learning. ● Focus on keeping children on task in the outside area, using the activities appropriately ● Resources accessible and labelled ● Working walls updated to reflect the topics of this term 	<p>Communication and Language</p> <ul style="list-style-type: none"> ● Opportunities for children to talk with adults on one-to-one and small group basis. Opportunities for children to share a story with an adult on one-to one or small group basis. Continue to establish a repertoire of rhymes and songs and favourite stories. ● Extend general vocabulary, exploring the meaning and sound of new words encountered in stories. ● Being able to follow two-part instructions. ● Maintain attention, concentrate and sit quietly during appropriate activity. ● Being able to 'listen and do'. ● Listen and respond to idea expressed by others in conversation or discussion. 	<p>Literacy</p> <ul style="list-style-type: none"> ● Provide a range of books for children to read including non-fiction texts on ourselves. ● Continue to use the big book of the week ignite interest in writing for different purposes e.g. (the great pet sale, from the pond, dear zoo, call me gorgeous)
<p>Displays</p> <ul style="list-style-type: none"> ● A price list in the role play area ● Reading rewards ● 2D shapes and their properties ● Book of the week story map/display ● Phonics materials feature prominently 	<p>Assessment</p> <ul style="list-style-type: none"> ● Incidental observations ● Photographs ● Writing samples. ● Phonics checks ● Guided reading notes 	<p>Parents</p> <ul style="list-style-type: none"> ● Encourage parents to contribute to WOW moments by uploading photos or videos on evidence me. ● Set more home learning tasks to enrich classroom discussions.

