



MEDIUM TERM PLANS

Spring Term 1

| | |
|---|--|
| Themes and Contexts: New year Dreams and goals. Friends in our Community. | See Long Term Plans for Knowledge |
| What would we like the children to be demonstrating? | |
| Personal, Social and Emotional Development. | |
| <p>I can follow rules without reminders.</p> <p>I understand what a challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I know some kind words to encourage people with.</p> <p>I can start to think about the jobs I might like to do when I'm older.</p> <p>I can feel proud when I achieve a goal.</p> | |
| Communication Language | |
| <p>I play 'odd-one-out' games and detect which object or picture from a choice of three does not share the same link.</p> <p>I am beginning to think about the structure and meaning of words.</p> <p>I am keen to know the meaning of new words and ask if I don't understand.</p> <p>I use language to choose and plan play/activities with visual support.</p> <p>I anticipate and join in with key phrases and events in familiar stories.</p> <p>Remain attentive to the end of the book.</p> | |
| Physical Development | |
| <p>I can hop on the spot and to travel.</p> <p>I collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can complete a sorting task using tweezers.</p> <p>I can thread small beads or complete a threading card.</p> <p>I draw a person on request with head and face, usually no body.</p> <p>I build structures with blocks, boxes and planks.</p> <p>I wash my hands without a reminder.</p> <p>I can manage wetsuit, shoes and coat with increasing independence.</p> | |

I make marks with different size pens and pencils.

Literacy

I turn pages of books from beginning to end, noting items of interest along the way.

I focus on marks as they are being created and begin to give meaning to them.

I can begin to spot and suggest rhyme.

I find it funny when you make a deliberate 'mistake' during a rhyming story or song.

I participate in familiar, sentence-level mantras in simple activities and stories e.g. "We can't go over it..." or "Silly old fox, doesn't he know....."

I develop play around favourite stories using props.

Mathematics

I show 'finger numbers' up to 5.

I understand position through words alone.

I can describe a familiar route.

I make pictures with 2D shapes, narrating choices.

I can talk about and identify the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Understanding of the World.

I show interest in different occupations.

I know about people who help us in the local community e.g. police people.

I continue developing positive attitudes about the differences between people.

I explore collections of materials with similar and/or different properties.

I collect materials for a purpose.

I use cog, wheels and axles as part of a construction kit.

I explore and respond to different natural phenomena in their setting.

Expressive Arts and Design.

I explore colours and colour mixing.

I use props for a wider range of simple role play.

I can draw enclosed shapes.

I know how to use figures to recreate short episodes of stories?