



MEDIUM TERM PLANS

Spring Term 2

| | |
|--|--|
| Themes and Contexts: What grows? Green fingers. Healthy Me. | See Long Term Plans for Knowledge |
| What would we like the children to be demonstrating? | |
| Personal, Social and Emotional Development. | |
| <p>I know the names for some parts of my body and am starting to understand that I need to be active and healthy.</p> <p>I can tell you some of the things I need to do to be healthy.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and that sleep is good for me.</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p> <p>I know what to do if I get lost and how to say NO to strangers.</p> | |
| Communication Language | |
| <p>I use more specific vocabulary to name people/objects and to describe events, offering more detail when talking out of the here-and-now.</p> <p>I retell stories with visual support including the main events.</p> <p>I recount simple, past events in the right order.</p> <p>I generate ideas when given one semantic link with no visual support e.g. something with a lid/ from the kitchen/that is shiny/etc.</p> <p>I use talk to engage others and to share my thoughts and experiences.</p> <p>Use back and forth conversations during play.</p> <p>I can answer 'why' questions.</p> <p>Know a few rhymes off by heart. Express preferences for rhymes.</p> | |
| Physical Development | |
| <p>I can drive tricycles by pedalling.</p> <p>I use pincer movements to pick up small items.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>I use a comfortable grip with good control when holding pens and pencils.</p> <p>I put on own coat and attempt my zip independently.</p> | |

Literacy

I enjoy stories and songs containing alliteration particularly if actions, props and pictures are used. I also enjoy alliteration alongside daily routines and activities.

I answer closed questions as a book is being shared.

I play 'Kim's Game' with a set of four then six similar objects.

I can count or clap syllables in a word.

Recognise words with the same initial sound, such as money and mother.

I recognise a few example of environmental print including shop logos and food labels.

I use my knowledge of print in my early writing such as to write a pretend shopping list.

I identify initial sounds of words.

I reproduce initial sounds clearly and recognisably.

I can make up my own alliteration.

Mathematics

I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

I experiment with their own symbols and marks as well as numerals.

I solve real world mathematical problems with numbers up to 5.

I can talk about 3D shapes and ascribe meaning to them.

I learn and use new language associated with capacity.

I process language to create structures or arrangements that are longer, shorter, taller, wider than another.

I begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding of the World.

I talk about what I see, using a wide vocabulary.

I explore and talk about different forces I can feel.

I can describe spring festivals from around the world.

I can use a water flow construction kit to build for specific purpose.

Expressive Arts and Design.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.