

## Spring 2023/2024 Medium Term Plan

	2 Year Provision	FS1	FS2
<b>Texts</b>	<b>Spring Term 1- Big Question: What Will I Be When I Grow Up? (6 Weeks)</b> <b>Key themes to explore:</b> People who help us, Jobs, Aspirations, Everyday materials (Science)		
<b>Personal, Social &amp; Emotional Development</b>	<b>Spring Term 2 - Big Question: How Does Your Garden Grow?</b> <b>Key themes to explore:</b> Minibeasts, New life (links to farms), planting, growth and decay, Easter		
<p>To begin to find their own unique way of managing transitions.</p> <p>Begin to show confidence within their play.</p> <p>Play alongside their peers and develop friendships.</p> <p>With the support of an adult wait and take a turn for example rolling a ball or a car.</p> <p>Begin to show an awareness of themselves.</p>	<p>Play with one or more children, extending and elaborating play.</p> <p>To develop their sense of belonging to the school community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Show increasing confidence when faced with a new experience.</p> <p>Begin to show sensitivity towards how others are feeling. And describe how characters might be feeling in stories</p>	<p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual and speak about themselves positively.</p> <p>Talk about their strengths and the things they would like to get better at.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be able to follow the rules and routines of the day with little reminders or support.</p> <p>Play co-operatively in a small group and begin to resolve any conflicts with others.</p> <p>To feel confident in approaching and speaking to familiar adults.</p> <p>To show increasing resilience when faced with challenges in their play</p>	<p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual and speak about themselves positively.</p> <p>Talk about their strengths and the things they would like to get better at.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be able to follow the rules and routines of the day with little reminders or support.</p> <p>Play co-operatively in a small group and begin to resolve any conflicts with others.</p> <p>To feel confident in approaching and speaking to familiar adults.</p> <p>To show increasing resilience when faced with challenges in their play</p>
<b>Communication &amp; Language</b>	<p>Recognise familiar environmental sounds and say what they can hear.</p>	<p>Use longer sentences of 4 to 6 words.</p>	<p>To be able to sit, listen and respond appropriately for a period of time appropriate</p>

	<p>Listen to some longer stories and join in with some key words and phrases in familiar stories.</p> <p>Build on their repertoire of Nursery Rhymes and begin to sing them unprompted.</p> <p>Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings.</p> <p>Use the speech sounds p,b,m,w</p>	<p>Use talk to organise themselves and their play eg. 'let's go on the bus, I'll be the driver.</p> <p>To know many rhymes, be able to talk about familiar books and tell a longer story.</p> <p>To begin to pay attention to more than one thing at a time</p>	<p>for their age.</p> <p>To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have read.</p> <p>To be able to take part in small group discussions using new vocabulary.</p> <p>To retell familiar stories using their own words or phrases from the book (linked to Talk for Writing).</p>
<b>Physical development</b>	<p>Showing an interest in Potty training.</p> <p>Sitting together for snack times and trying different tastes and textures.</p> <p>To gain control over their bodies through both indoor and outdoor play.</p> <p>Developing fine manipulative skills through using different objects and tools.</p>	<p>To begin to transfer physical skills learnt in one context to another such as using scissors to snip paper then using them to cut leaves outside to make soup.</p> <p>Begin to recognise and talk about healthy food and drink choices.</p> <p>Use a range of tools for different purposes in order to carry out their own plan e.g. Choosing a large spade to create a bigger hole, a wheelbarrow to transport resources safely, using scissors to cut and adapt resources.</p> <p>Begin to develop more control over a pencil, changing from palmer grasp to four finger grip when drawing lines and circles.</p> <p>Begin to eat independently learning how to use a knife and fork.</p> <p>Know the importance of brushing our teeth every morning and night and limiting the amount of sugar they eat and drink, making healthier choices.</p>	<p>Continue to develop fine motor skills during continuous provision.</p> <p>Use a range of tools in their play with increasing control e.g., paintbrushes, wooden spoons, tweezers and child friendly knives when preparing food.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing introduced etc.</p> <p>Develop skills in throwing and catching balls and negotiating obstacles when holding a ball.</p>
<b>Literacy - Reading</b>	<p>To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently.</p> <p>To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing?</p>	<p>Name the different parts of a book including title, front cover and content page.</p> <p>Know that print can have different purposes and enjoy giving their own meaning to print, using diagrams and illustrations as a guide.</p> <p>Know that stories have sequence and use language including first, next, then and finally</p>	<p>Children know the letter names.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p>

	<p>Recognise their name alongside their photograph.</p>	<p>to describe what has happened in our story focus.</p> <p>Hear and say the initial sound in their name.</p> <p>Know that stories have a title and can predict the title using illustrations as a guide.</p>	<p>Read phase 3 tricky words and some phase 4.</p>
<b>Literacy - Writing</b>	<p>Distinguishes between the different marks they make.</p> <p>Use tweezers to pick up a small object.</p> <p>To develop hand-eye co-ordination through scooping/pouring and filling activities</p>	<p>Begin to know that sounds in words are represented by a letter.</p> <p>Show interest in letters and sounds during phonic games.</p> <p>Make marks on their pictures which stand for their name.</p> <p>Use a pencil with increasing control to draw lines and circles.</p> <p>Begin to form some letters in their name.</p> <p>Be able to follow and copy patterns to support letter formation</p>	<p>Begin to write simple captions and sentences that they can read back.</p> <p>Write phase 3 common exception words and read them back.</p> <p>Children begin to write independently during child-initiated play.</p> <p>Write for different purposes.</p> <p>Begin to use capital letters and full stops with adult support.</p>
<b>Maths</b>	<p>To begin to compare sizes, bigger, little and smaller.</p> <p>To use number language in their play, beginning to sequence numbers orally 0-5.</p> <p>To complete an inset puzzle and to demonstrate matching and sorting skills within their play.</p> <p>To notice and comment on patterns including stripes and spots etc.</p>	<p>Begin to recognise sets of up to 3 objects on sight without having to count them individually.</p> <p>To experiment with their own symbols and marks as well as numerals during play and outdoor games.</p> <p>To know the names and properties of 2D shapes including circle, triangles, squares and rectangles and to use them in everyday context and in their drawings.</p> <p>To talk and identify patterns in the environment using language to describe them.</p> <p>To describe a familiar route, using positional language.</p> <p>To make comparisons relating to size, length, weight and capacity.</p>	
<b>Understanding</b>	<p>Continue to learn new vocabulary linking to seasonal change and notice the changes in the</p>	<p>Understand light and dark. Begin to know that the sun gives us light in the day and we get</p>	<p>Recognise some environments that are different that they live through quality texts,</p>

<b>the World</b>	<p>seasons.</p> <p>Observing changes of state through ice/water and using their senses to explore.</p> <p>Explore the natural world, focusing on digging and planting seeds.</p> <p>Observe and notice flowers and plants growing using their senses.</p>	<p>light from the stars and reflective light from the moon in the night.</p> <p>Plant seeds and care for growing plants. Under the key features of a growing plant.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the key features of the life cycle of a plant – seed, shoot, flower</p>	<p>nonfiction books and looking at a world map.</p> <p>Explore changing states of matter such as exploring non-reversible changes in ingredients when mixing together and cooking as well as reversible changes such as freezing and melting water/ice.</p> <p>Understand the key features of the life cycle of a plant – seed, shoot, flower, Name the parts of the plant – root, stem, leaves, and flower.</p>
	<p>Begin to imitate their own family and cultures through pretend play.</p> <p>Understanding that Easter is a special celebration.</p> <p>Begin to understand that there are different environments, for example, understanding that penguins live where it is cold</p>	<p>Explore different occupations and different ways of life</p>	<p>Observe and talk about the features of our school and local environment.</p> <p>Children are able to identify familiar landmarks with our school grounds.</p>
	<p>Begin to understand the sequence of dressing in warm clothes for outside (putting on outdoor suit, then wellies, then hat, gloves etc.)</p>	<p>Speak about an event which has happened in the past and discuss a future event.</p>	<p>Understand and speak about events in the past, present, future.</p> <p>Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read in class.</p>
<b>Expressive Arts &amp; Design</b>	<p>Manipulate and play with different materials, exploring textures.</p> <p>Make early marks using various tools and equipment.</p> <p>Beginning to experience tone, pitch and volume.</p> <p>Join in singing songs and rhymes copying actions.</p> <p>Beginning to use resources imaginatively, using resources in different ways. For example: using</p>	<p>Remember and sing a variety of songs and rhymes.</p> <p>Explore different instruments, using them to express their feelings and ideas (match the pitch and tone).</p> <p>Use small world equipment to develop complex stories.</p> <p>Use drawings to represent ideas, giving meaning to what they have drawn.</p> <p>Explore colour mixing, making predictions</p>	<p>Children develop their colour-mixing techniques to enable them to match the colours they see and want to represent.</p> <p>Make marks with increasing control.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and</p>

	a block as a phone	about what two primary colours will make a secondary colour and experimenting to find out.	dance, performing solo or in groups. Begin to create simple compositions. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Begin to keep a steady beat.
--	--------------------	--	--