

F2 Medium Term Plan and Overview – Spring 1

Themes will include: Terrific Tales and terrific jobs

Personal, Social and Emotional Development:

Educational Programme –

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Continue to model, promote and celebrate positive behaviours to ensure all children have an awareness of the school rules and routines.

Show / promote our school values in a variety of ways.

Continue to learn and understand expected behaviour in school.

Continue making new friends and communicating with both adults and children.

Continue playing co-operatively, taking it in turns and sharing nicely.

Asking for help and taking about own wants, needs, interests and opinions.

Make full use of their learning environment and managing their own needs

Reception Development matter statements which children will continue to develop-

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs. - personal hygiene

Know and talk about the different factors that support their overall health and wellbeing;

regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet class discussions
- Small group work
- Assemblies
- Story time sessions with link texts / use of drawing club
- Promoting values through our pots of gold
- Discover and do time enhancements for challenges.
- Weekly Heartsmart lessons
- During our Fairy-tale theme we will use the characters to discuss behaviours and right / wrong and why. Is it fair or unfair?
- During people who help us we think about who helps us in school and why and how we can help others? – links to gender equality and that we are all able to enjoy / achieve / be whatever we want to be.
- Looking at dentists and doctors how do they help keep us healthy? Link to teeth brushing and healthy living.

Communication and Language: Educational Programme –

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Lots of time will still be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.

Reception Development matter statements which children will continue to develop-

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Small world area – children's free choice of what to use and set up
- Home / school role play area - enhancements for Chinese New Year in home corner
- Vets and doctors role play linked to people who help us theme
- Palace role play / potions lab linked to Fairytale Theme
- Story time sessions – Continue to look at fiction and non fiction looking at a range of books for each theme
- Lots of new vocabulary linked to each theme This vocabulary will be taught via carpet sessions, interaction in the role play areas, investigations stations and general engagement in children's learning via discover and do time.
- Re telling stories and story sequencing linked to CNY and Fairytales
- Drawing club - promotes and develops communication and language talking about their ideas and listening to others
- Assemblies / review of the day
- Lots of time will be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.

Physical Development: Educational Programme –

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Reception Development matter statements which children will continue to develop-

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Weekly PE lesson- Gymnastics (Edsential plans)
- One off Dance lessons linked to themes – Chinese ribbon / dragon dancing / Jack and the beanstalk BBC schools dance
- Use the bikes, scooters, balls, hoops, ropes and balancing equipment in the outdoor classroom.
- In the workshop area daily opportunities to use scissors, Sellotape, paintbrushes and glue spreaders. New enhancements of split pins, folding techniques and looping from last term.
- Malleable area – using playdoh to roll, flatten, pinch, press, mould.
- Opportunities to use pencils, pens and crayons in all areas of the classroom to develop pencil grip and control.
- Drawing club – develop fine motor / pencil grip and control
- Weekly enhancements for finger gym challenges to develop fine motor control.
- Funky finger daily intervention for children that need support with fine motor skills
- Home corner to have knives, forks and spoons to practise in their play – Chopsticks for CNY.
- Continuously check the progress of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Continuously check the progress of children's ability to use scissors (grip, control and accuracy). Provide extra help and guidance when needed.

Literacy:

Educational Programme -

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Reception Development matter statements which children will begin to develop-

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily story time to discuss stories, develop comprehension and understanding of books as well as promoting a love for reading.
- High quality daily phonics RWI Set 2 sounds and revisit of RWI Set one sounds
- Daily interventions for the lowest 20% and those falling behind the school's programme
- Half-termly summative phonic assessments
- Weekly updates on tapestry of new sounds / red words covered for parents
- Ditty books 3 x a week level differentiated based on end of Autumn assessment
- Daily writing challenges as they come in each morning - writing of red words, formation practise etc
- Literacy challenges set up weekly in discover and do for example red word read and write, read the sentence and draw a picture to match, Look at the picture and label / sentence / caption write.
- Theme related literacy challenges for example list writing for food needed for the Chinese banquet, potion / recipe writing in the potions lab, labelling of castle, descriptive words to describe the different characters in FairyTales, labelling of the animals in the great race / use of adults in the provision
- Drawing club linked to texts / interests and excite writing - labelling, caption / sentence writing
- School role play area with red words, flash cards and green words added in for reinforcement.
- Have a go books in reading area
- High fives around the classroom for red words
- Weekly adult focus activities for reading and writing - Differentiated for abilities.
- Children to be sent home with 2 books on a Monday to be returned on a Thursday - reading books are matched to phonic ability.

Mathematics:

Educational Programme -

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Reception Development matter statements which children will begin to develop-

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0-5 and some to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily maths carpet sessions – linked to number of the week approach and NCTEM six key areas of mathematics learning
- Daily mastering number sessions to promote automaticity
- Opportunities for developing these new mathematical skills in all areas of learning in discover and do
- Daily counting / songs / number stories
- Daily opportunities to discuss maths concepts eg days of the week, months of the line, ordinal numbers for order in the line, time etc
- Identify children who have made less progress / struggling to grasp mathematical concepts and provide additional opportunities for extra practice.
- Daily maths challenges as they come in each morning – numeral formation, representation of numbers in different ways.
- Weekly maths focus activities with a teacher weekly
- Weekly journaling of a problem at the end of the week linked to a specific focus that week.

Understanding the world:

Educational Programme -

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Reception Development matter statements which children will begin to develop-

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet discussions about Terrific jobs linked to People who help us - different job roles and how they help us. What do our family members do for jobs and do they help people? Links to gender equality.
- Carpet discussions on castles and main features - looking at castles now and in the past. This will also link to kings / queens.
- Learning about Florence Nightingale / Mary Seacole links to the past and comparisons of hospitals then and now - race equality.
- Discussions about the celebration CNY and similarities and differences to Christmas / Diwali.
- Look at map of the world and find UK and China.
- Investigation station set ups linked to themes - candles - fire fighters putting out fire, potions lab, ice freezing / melting process.
- Continuous discussions on our own personal past / present and future for an awareness of their own history e.g. last term / this term, last year / this year

Expressive arts and design:
Educational Programme -

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Reception Development matter statements which children will begin to develop-

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them. .

Create collaboratively, sharing ideas, resources and skills.

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.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Workshop area for children to design and make during discover and do - there will be enhancements introduce new techniques but then these will be left out for children to use independently to repeat, rehearse and revisit. Children need time to practice and consolidate. Repetition is a good thing.
- Lego, duplo and construction carpet for child-initiated construction.
- Large scale construction in the outdoor classroom.
- Observational drawings of emergency service vehicles / willow pattern pottery
- Home and school role play areas - enhancements for CNY
- Castle, vets, doctors, fire station role play areas in and out.
- Small world area - free choice of resources but enhancements will be added for themes
- Songs linked to themes eg Florence Nightingale song, Debbie and friends Fairytale songs.
- Use of musical instruments to accompany the dragon dance - tap a steady beat
- Dance lessons in PE weekly / Chinese dragon dancing
- Musical instruments in outdoor classroom
- Drawing club - developing imagination, attention to detail, accuracy and creativity

Link texts -

People Who Help us-

A superhero like you
Real Superheroes

Chinese New Year -
The Story of the Great Race

Fairy Tales -
Goldilocks and the three bears
Jack and the Beanstalk
The Gingerbread Man
The three Billy Goats Gruff
The three little pigs

Non fiction texts linked to People Who Help us and CNY

Possible New Vocabulary -
People Who Help us-
Emergency, surgery, prescriptions, job role, opportunity, equality,
gender, stethoscope, illness.

Chinese New Year -
Zodiac, Jade Emperor, Great Race, tradition, celebration, belief,
celebration

Fairy Tales -
Once upon a time, traditional tale, fiction, battlement, moat,
drawbridge, portcullis, Medieval.

Also a chance for parents to share their terrific jobs and
experiences with us.