

## Medium Term Planning 2a

### My Body

Wk1: My body – identify & name body parts. Body pictures to label and identify. Look at differences and similarities between each other. Large outlines of body to collage; chalk outlines outdoors; shadow drawing. Counting body parts.

Wk 2: Sight – exploring environment – indoor and outdoor, what do you see? What do you notice? Play ‘Kim’s game’ – what is missing? Blind obstacle course. Drawing maps of what we see at home and at school.

Wk 3: Touch – feely box; describe different objects, build up vocab – e.g. soft, hard, rough, smooth.

Wk 4: Hearing – listening games – identify different sounds – animal, instruments, voices (play ‘cheese’ game’).

Wk 5: Smell – identifying different scents – describing, building up vocabulary.

Wk 6: Taste – taste tests – describe different tastes, extending vocabulary, sour, sweet, bitter etc. Healthy eating plates.

**Week 1 – 3** Little Red Riding Hood. Role playing.

**Week 4 – 6** Funny Bones.

### Prime Areas of Learning

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Learn to use the toilet with help, and then independently. (B-3)</p> <p>Develop friendships with other children. Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. Learn to use the toilet with help, and then independently. (B-3) Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating</p>	<p>Understand single words in context. Understand frequently used words. Understand simple instructions. Recognise and point to objects if asked about them. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people’s talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. (B-3)</p> <p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools. (B-3)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out</p>

<p>play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing. (3-4)</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. (3-4) 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. (Rec)</p> <p><b>Activities</b></p> <p>Zones of Regulation Emotions display – how do you feel today?</p> <p>PSHE activities and stories</p>	<p>Sing a large repertoire of songs. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (3-4)</p> <p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. 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. 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. Engage in non-fiction books. (Rec)</p> <p><b>Activities</b></p> <p>Daily Phonics Sessions</p> <p>Daily Story Sessions</p> <p>Nursery Rhyme Time</p> <p>Conversation – modelled by adults</p> <p><b>Themed songs/NR:</b></p> <p>Head, shoulders, knees and toes</p> <p>Tommy thumb</p> <p>1 finger, 1 thumb keep moving</p>	<p>their own plan. Collaborate with others to manage large items. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3-4)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and; queuing; mealtimes. (Rec)</p> <p><b>Activities</b></p> <p>Squiggle Whilst You Wiggle</p> <p>Dough Disco</p> <p>Writing</p> <p>PE – whole class</p> <p>Outdoor Learning</p>
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Sharing activities and books			
Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Copy finger movements and other gestures. Enjoy sharing books with an adult. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy drawing freely. (B-3)</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name. (B-3) Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Develop phonological awareness: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound. (3-4)</p>	<p>Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. (B-3)</p> <p>Subitise to 3. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Link numerals and amounts. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone. Make comparisons between objects</p>	<p>Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. (B-3)</p> <p>Make connections between the features of their family and other families. Notice differences between people. (B-3) Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. (3-4)</p> <p>Begin to make sense of their own life-story and family's history. (3-4)</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.</p>	<p>Join in with songs and rhymes, making some sounds. Explore a range of sound makers and instruments and play them in different ways. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another. (B-3)</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. (B-3) Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to</p>

<p>Write some or all of their name. Write some letters accurately. (3-4) 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. (Rec)</p> <p><b>Phonics Phase 1 &amp; FFT</b></p> <p>Phonics FFT – Success for all</p> <p><b>Activities</b></p> <p>Re-telling stories – role play &amp; small world.</p> <p>Black Pen Drawings.</p> <p>Name recognition.</p>	<p>relating to size, length, weight and capacity. Talk about and identifies the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf. (3-4)</p> <p>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 in order 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. (Rec)</p> <p><b>Activities</b></p> <p>Sizing activities</p> <p>Weighing activities</p> <p>Measuring activities</p> <p>Nursery Rhyme baskets</p> <p>Counting body parts.</p>	<p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Rec)</p> <p><b>Activities</b></p> <p>New Year activities.</p> <p>Lunar/Chinese New Year – dragon making, lanterns, videos explaining.</p> <p>St Valentine's – I love you activities for family members – history behind.</p> <p>Skeleton pictures. Identify &amp; name body parts. Fossil/bone exploration.</p> <p>Zoo animals &amp; pets.</p>	<p>represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. (3-4)</p> <p>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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. (Rec)</p> <p><b>Activities</b></p> <p>New Year activities.</p>
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<p>Name recognition and name hunts.  Attempt to write name.  Name Writing, handwriting, word and sentence writing.  Story Sacks  Mark Making Books  <b>Little Red Riding Hood.</b> Role playing. Writing. Wanted posters. Retell: role play; conversation between wolf and LRRH; small world; hot seating; puppets; masks; story mapping. Ordering story with picture prompts.  <b>Funny Bones.</b> Ordering story with picture prompts. Acting out story with masks &amp; puppets. Re-enacting the character's repeated refrains.</p>	<p>Counting Songs.  1 finger, 1 thumb keep moving</p>		<p>Lunar/Chinese New Year – dragon making, lanterns, etc.  St Valentine's – I love you activities for family members.  Flower art. Weaving baskets.  Skeleton pictures.</p>
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>Little Red Riding Hoods House, Grandma's House, Forest – outdoor</li> <li>Skeletons House, park, zoo – outdoor</li> <li>Home corner – indoor</li> </ul>		<p><b>Baking/ Cooking –</b>  Week 1 – 3: fruit salad/fruit kebabs  Week 4 – 6: bread sticks: making skeletons - naming body parts  Wk 6: senses taste tests.</p>	
<p><b>Religious Education Topics from Come and See</b>  Celebrating  <b>N: What the parish family celebrates. Read the Story of the Presentation</b>  <b>R: The Story of the Presentation and how the parish family celebrates.</b>  Gathering  <b>N: The parish family gathering for mass and listen to God's word.</b>  <b>R: The joy of gathering together for mass, listening to God's word.</b>  Life to the full curriculum - RHE</p>		<p><b>Visits/ Special days</b>  New Year – January  Teddy Bear's Hospital into school - 23rd Jan  Parent phonics and maths workshop – 29<sup>th</sup> Jan  Healthworks – hand washing and teeth cleaning – 30<sup>th</sup> Jan  Lunar/Chinese New Year – 10th Feb  St Valentine's Day – 14<sup>th</sup> Feb</p>	
<p><b>Vocabulary:</b> body, senses, touch, smell, taste, hearing, sight, eyes, ears, mouth, tongue, nose, hands, fingers, arms, legs, feet, head.</p>			