

Summer 1 2022- Medium term plan

Growing.

Birth -3 and 3-4 year olds.

- New intake of Afternoon children April/May 2022

CL	<ul style="list-style-type: none">• Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).• Use gestures like waving and pointing to communicate.<ul style="list-style-type: none">• Listen to other people's talk with interest, but can easily be distracted by other things.• Listen to simple stories and understand what is happening, with the help of the pictures.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat.'• 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.• Can 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."• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
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PD

- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Learn to use the toilet with help, and then independently.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

PSE

- Safely explore emotions beyond their normal range through play and stories.
- Develop friendships with other children.
- Thrive as they develop self-assurance.
- 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.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- Begin to understand how others might be feeling.
- Play with one or more other children, extending and elaborating play ideas.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.

L

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
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- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Engage in extended conversations about stories, learning new vocabulary.
- Write some or all of their names.
- Write some letters accurately.

M	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items • Complete inset puzzles. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Make comparisons between objects relating to size, length, weight and capacity. • Understand position through words alone - for example, "The bag is under the table," - with no pointing. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p>
UW	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • • Begin to make sense of their own life-story and family's history. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • 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.

EA and D	<ul style="list-style-type: none"> • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • 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. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore, use and refine a variety of artistic effects to express their ideas and feelings.