

### Medium Term Planning Spring 1 2022 EYFS

Key Skills	
	PSED, UTW, PD, C&L
Big Questions	
	<p><u>Toys</u></p> <p>What makes a toy a toy?            What materials are toys made from?            How do toys differ throughout the years?</p>
Key Texts	
	<p>Non-fiction books about toys/old and new toys/how toys work</p> <p>Stories/poems about toys/teddies and colour (Dogger, Kippers toy box, Old Bear, Bucket full of Dinosaurs, aliens love underpants, Elmer, Rainbow fish)</p>
Prime Areas of Learning.	
<b>PSED</b>	<p>To use positive behaviour reinforcement within the classroom.</p> <p>To continue to see themselves as a valuable individual.</p> <p>To continue to build upon constructive and respectful relationships.</p> <p>To be given the opportunity to express their feelings and consider the feelings of others.</p> <p>To develop the skill of resilience and perseverance in the face of challenge.</p> <p>To demonstrate that they can identify and moderate their own feelings socially and emotionally.</p> <p>To think about the perspectives of others.</p> <p>With support, they develop managing their own needs within the classroom.</p> <p>Children gain understanding of and demonstrate school values, this will be celebrated weekly within assembly or class celebration.</p> <p>Identifying and following our agreed happy and safe classroom routines</p>

**Communication & Language**

To understand how to listen carefully and why listening is important.  
Using a weekly word wall, children can learn new vocabulary and demonstrate they can use it in different contexts.  
To be encouraged to use new 'topic' vocabulary throughout the day.  
Through good adult modelling, children are encouraged to ask questions to find out more and to check they understand what has been said to them.  
To be encouraged to articulate their ideas and thoughts in well-formed sentences.  
After exposure to topic stories children are encouraged to connect one idea or action to another using a range of connectives.  
To encourage children to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  
To begin to describe events in some detail, using vocabulary in different contexts.  
Use talk to help work out problems within the learning environment, helping to organise thinking.  
Children begin to explain how things work and why they might happen.  
Children develop social phrases.  
Children demonstrate they can engage in story times.  
To be able to listen to and talk about stories to build familiarity and understanding.  
Children demonstrate they can listen carefully to rhymes and songs, paying attention to how they sound.  
Children are to engage in non-fiction books.  
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Continue to establish routines and expectations: all children to be encouraged to speak in full sentences.  
Daily directed talk time through ECAT and circle time.  
Daily phonics  
Please see weekly planning for words / vocab of the week.

	Range of fiction and nonfiction books to be used as ‘topic’ books. .
<b>Physical Development</b>	<p><b>Fine motor control focus:</b>  Children develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.)  Children are given the opportunity to develop the foundations of a handwriting style. Speed and accuracy to be developed throughout the term. (Finger gym activities, daily dough-gym, fine motor table to be used within the environment) Handwriting practice every morning</p> <p><b>Real PE: (dance and gymnastics)</b>  To use sessions to revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing  To combine different movements with ease and fluency.  Develop overall body-strength, balance, coordination and agility.  With support to progress towards a more fluent style of moving, with developing control and grace.  To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><b>Gross motor:</b>  To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor  Use of outdoor garden area (see weekly planning)</p> <p><b>Health and wellbeing</b></p>

	<p>To 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</p> <p>To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>
<b>Specific Areas of Learning</b>	
<b>Maths: Number &amp; Shape, Space and Measure</b>	<p>To become confident counting objects, actions and sounds.</p> <p>To encourage children to link the number symbol (numeral) with its cardinal number value with numbers 1-10.</p> <p>To practically encourage children to count beyond ten.</p> <p>With support to select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>To become confident to continue, copy and create repeating patterns.</p> <p>To begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>To practically compare length, weight and capacity.</p> <p>Focus on a number a week (<b>numbers 13-18</b>):</p>
<b>Literacy</b> <b>Writing/Reading</b>	<p>To continue to read individual letters by saying the sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To read a few common exception words matched to the letter and sounds programme.</p> <p>To continue to access the handwriting programme to allow them to form lowercase and capital letters.</p> <p>To spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Introducing phase 3 phonics and tricky word-wall. Children begin writing short captions to reflect their confidence within the phonics programme.</p>

	<p>Daily story time (ECAT) with children focusing on: structure of stories and repeating patterns of language.</p>
<p><b>Understanding the world</b></p>	<p>To be able to talk about members of their immediate family and community and how they celebrate Christmas / other religious festivals.</p> <p>To be able to name and describe people who are familiar to them.</p> <p>To be encouraged to comment on images of familiar situations in the past. (past celebrations, family gatherings)</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To begin to Understand that some places are special to members of their community. (churches at religious buildings during celebrations)</p> <p>To begin to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To appreciate and recognise some similarities and differences between life in this country and life in other countries.</p> <p>To enjoy exploring the natural world around them.</p> <p>To be able to describe what they see, hear and feel whilst outside.</p> <p>To begin to recognise some environments that are different to the one in which they live.</p> <p>To show understanding and the effect of changing seasons on the natural world around them.</p>
<p><b>Expressive Arts and Design</b></p>	<p>To use art and craft activities both within adult led and child initiated experiences to build upon previous learnt skills.</p> <p>Children to learn and create collaboratively sharing ideas, resources and skills.</p> <p>Through song time and music sessions children begin to listen attentively and use music to express their feelings.</p>

	<p>During PE sessions children watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>During circle time children sing in a group, increasingly matching the pitch and following the melody.</p> <p>Using both small world and role play areas children develop storylines in their pretend play. Children begin to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>We will encourage children to questioning how things work and the mechanisms involved in making things work. (Toys)</p> <ul style="list-style-type: none"> <li>• Constructing and experimenting with dough, plasticine and a variety of material to explore 3D Form.</li> <li>• Drawing: Exploring different media and textiles that can be used to create images of their new toys Exploring different ways for recording ideas through drawing.</li> <li>• Designing and making a new toys</li> <li>• Creating information books about toys and the way they work.</li> </ul>
<b>Music</b>	Please see Kapow planning for breakdown of weekly activities.
<b>RE</b>	
<b>Key themes</b>	<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>
<b>Computing (Technology)</b>	
Please see Kapow planning for breakdown of weekly activities.	
<b>Trips/ Visitors/ Parental Involvement</b>	

<b>Important Dates/ Celebrations</b>
Chinese New Year - 1.2.22
Winter Olympics (china) - 4.2.21
Safer Internet Day – 08.02.22
Children’s Mental Health Week – wb/4.02.22
International woman and girls day in science – 11.02.22
Acts of Kindness day - 17.2.22
Burns - 25.1.22
Valentines - 14.2.22