

Spring 2 2022- Medium term plan

Colour and light.

Birth -3 and 3-4 year olds.

CL	<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures.• identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.• 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'.• May have problems saying:<ul style="list-style-type: none">- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
PD	<ul style="list-style-type: none">• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.• 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.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• Develop their sense of responsibility and membership of a community.• 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.

PSE	<ul style="list-style-type: none"> • 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. • Show more confidence in new social situations. • 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.
L	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • 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.

<p>M</p>	<ul style="list-style-type: none"> • Notice patterns and arrange things in patterns. • Climb and squeezing selves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <ul style="list-style-type: none"> • 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>
<p>UW</p>	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Talk about the differences between materials and changes they notice. • 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.

<p>EA and D</p>	<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • 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. • 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. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make.