

Spring 1 2022- Medium term plan

Toys.

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'.• Enjoy listening to longer stories and can remember much of what happens.• Can find it difficult to pay attention to more than one thing at a time.• Use a wider range of vocabulary.• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"• 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'..• 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.
PD	<ul style="list-style-type: none">• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.• Clap and stamp to music.• Enjoy starting to kick, throw and catch balls.• Build independently with a range of appropriate resources.• Use one-handed tools and equipment, for example, making snips in paper with scissors.

	<ul style="list-style-type: none"> • 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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • 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"> • Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • 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. - Engage in extended conversations about stories, learning new vocabulary.
M	<ul style="list-style-type: none"> • Compare amounts, saying 'lots', 'more' or 'same'. • Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • 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. • 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'. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.

<p>UW</p>	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • Explore how things work. • Explore and talk about different forces they can feel. • Talk about what they see, using a wide vocabulary. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue to develop positive attitudes about the differences between people.
<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. • Express ideas and feelings through • 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. • 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. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Remember and sing entire songs. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Listen with increased attention to sounds.

	<ul style="list-style-type: none">• Respond to what they have heard, expressing their thoughts and feelings.