



Medium Term Plan – Spring 1 – Foundation Stage 1

| Spring 1 Themes: | <ul style="list-style-type: none"> - What is Spring? - Healthy eating - Chinese New Year - Our bodies/our senses - Our family - Our pets - JIGSAW: Dreams and Goals <p>Other whole school events: Internet safety day</p> | |
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| Communication and Language Learning Intentions | Key Experiences | Visitors/Trips |
| <p>Listening & Attention:</p> <ul style="list-style-type: none"> - Listens to others one to one or in small groups, when conversation interests them. - Listens to stories with increasing attention and recall. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>Understanding:</p> <ul style="list-style-type: none"> - Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. - Beginning to understand ‘why’ and ‘how’ questions. <p>Speaking :</p> <ul style="list-style-type: none"> - Builds up vocabulary that reflects the breadth of their experiences. - Uses talk in pretending that objects stand for something else in play, e.g, <i>‘This box is my castle</i> - Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). | <ul style="list-style-type: none"> - CLL skills to be practised and embedded through all other areas of the EY curriculum. - Additional support through SAL/EAL work with MF. - Daily story time. - 1 X key worker activity a week focussing on CLL linked to stories and rhymes. - Mystery bag used daily with key objects and pictures to build on use of vocab and understanding. - All verbal questions and instructions supported by visuals and gesture. - Talk for writing strategies for retelling rhymes and stories. - Home corner/role play - healthy food, vets,, small world figures, dolls house to develop vocabulary and imaginative play language. <p style="text-align: center;">Positional language games</p> <ul style="list-style-type: none"> - using teddies/puppets and other props. | |

| <p>-Uses intonation, rhythm and phrasing to make the meaning clear to others</p> | | |
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| <p>Physical Development Learning Intentions</p> | <p>Key Experiences</p> | <p>Visitors/Trips</p> |
| <p>Moving & Handling:</p> <ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. -Can catch a large ball - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. - Holds pencil between thumb and two fingers, no longer using whole-hand grasp. <p>Health & Self Care:</p> <ul style="list-style-type: none"> - Observes the effects of activity on their bodies. - Understands that equipment and tools have to be used safely. - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom | <ul style="list-style-type: none"> - Daily opportunities for drawing, painting, cutting, playdough, use of construction area. - Cutting activities: cutting along lines/tracks, around shapes, playdough scissors, cutting food pictures. - Malleable area – playdough, shaving foam, cornflour. - Tweezer challenges with buttons, sequins, fuzzy balls. - Mr Potato Head. - Using sieves, collanders, buttons and rice in the rice sensory tray. - Observational drawings in learning journey books e.g. self portraits, our families, our pets. - Adults modelling correct pencil grip. - Large, gross motor activities e.g use of streamers during altogether time. - Daily Go Noodle. - Make observations of our bodies after exercise: feel our heartbeat, notice our breathing, feel our body temperature. - Daily access to the outdoor area: bikes, scooters, water equipment for pouring, sand for digging, mud kitchen for mixing and pouring, large chalks for mark making, crates/planks/climbing frame and bridge for climbing, playground space for running. - Toilet time built into routine. Regular reminders for children still in pull-ups. - Adults to model self-care skills e.g. putting on clothes, doing zips, buttons, putting shoes/wellies on and off, saying when tired or hungry. Pupils to become more independent than Autumn 1 e.g. zipping up coat after an adult has started it off. | <p>‘dough disco’ workshop, where parents/carers will learn how we use dough disco to develop the children’s fine motor and manipulative skills.</p> |

| Personal, Social and Emotional Development Learning Intentions | Key Experiences | Visitors/Trips |
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| <p>Making Relationships:</p> <ul style="list-style-type: none"> - Keeps play going by responding to what others are saying or doing. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> - Shows confidence in asking adults for help. - an select and use activities and resources with help. - Welcomes and values praise for what they have done. <p>Managing Feelings & Behaviour:</p> <ul style="list-style-type: none"> -Aware of own feelings, and knows that some actions and words can hurt others' feelings. --Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | <ul style="list-style-type: none"> - Weekly JIGSAW sessions. - JIGSAW theme: 'Dreams and Goals'. Use JIGSAW Jenny and her family pieces to talk about differences/similarities and celebrating diversity. - Continue to embed use of sunshine/cloud behaviour system. - Continue to embed use of class target ladder with reward/treat. - Role play scenarios to instil rules and expectations supported by visuals and gesture. - Circle games, Together time with Lycra, - Emotions: play with mirrors and wooden emotion faces. - Regular Bubble time - Continuous adult modelling through play and key worker time. - Specific circle times: families - we are all unique and special, our goals for the Summer, my pets, healthy/unhealthy food. - Setting challenges, building resilience, class mantra "You can do it!". | |
| Literacy Learning Intentions | Key Experiences | Visitors/Trips |
| <p>Reading:</p> <ul style="list-style-type: none"> -Enjoys rhyming and rhythmic activities. -Shows awareness of rhyme and alliteration. -Recognises rhythm in spoken words. | <ul style="list-style-type: none"> - Chinese New Year zodiac animal story - Non-fiction books on our body, keeping healthy | |

| <p>-Beginning to be aware of the way stories are structured. -Suggests how the story might end. -Listens to stories with increasing attention and recall. -Hears and says the initial sounds in words.</p> <p>Writing:</p> <p>- Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places</p> | <ul style="list-style-type: none"> - Rhymes which promote rhythm and rhyming words e.g. ‘Don’t put your finger in the jelly, Nelly!’. - Rhyming activities - rhyming pairs, odd one out of a rhyming string using pictures and objects. - Sharing and handling books in the book corner. - Story time daily e.g. Handa’s surprise, I don’t like peas. - Recognise name cards through daily welcome song – listening to adults segmenting name into sounds. - Phonics: learning the initial sounds e.g. of our names. - Sound talking – oral segmenting and blending. Phonics tray as continuous provision in book corner to practise skills. - Environmental print – labels around the provision areas - Adults modelling writing names on pictures/paintings. Children beginning to form the first letters in their name. - Continuous, daily opportunities for mark making e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks. - Sponge letter printing, whiteboards and pens, magnetic letters, tracing activities with tracing paper and templates. - Observational drawings in learning journey books e.g. our families, self portraits, our pets. - Altogether Rhyme time using lycra, ‘Let’s go diving’ song and objects from Rhyme basket. - Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes. | |
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| Mathematics Learning Intentions | Key Experiences | Visitors/Trips |
| <p>Numbers:</p> <p>- Comparing two groups of objects, saying when we have the same number. - Showing an interest in number problems and in numerals in the environment.</p> | <ul style="list-style-type: none"> - ‘Number of the week’ explored through a range of mystery bag objects and pictures e.g. numicon pieces, rubber counting objects, flashcards, classroom objects. - Rubber fruit: sorting, counting, matching to numerals. - Numicon printing/finger painting in the holes. | |

| <ul style="list-style-type: none"> - Separating a group of three or four objects in different ways, beginning to recognise that the total is still the same. - Recites numbers in order to 10. -Knows that numbers identify how many objects are in a set. <p>Shape, Space & Measures:</p> <ul style="list-style-type: none"> -Shows an interest in shape and space by playing with - shapes or making arrangements with objects. -Shows awareness of similarities of shapes in the environment. <p>Uses positional language</p> <p>Uses shapes appropriately for tasks.</p> | <ul style="list-style-type: none"> - Linking elephants: repeating patterns, length, counting and comparing. - Daily counting as part of welcome time on carpet – counting the children, name cards, finding the number of children on the numeral caterpillar. - Counting body parts e.g. 2 eyes, 5 fingers. - Dice games, lotto, snap games. - 2D shape printing with shape blocks / repeating patterns. - Shape face collages. - Continuous provision around number and shape. - Construction and blocks – STEM problem solving challenges. - Positional language games using teddies/puppets and other props. - Adult modelling counting opportunities across all provision areas, e.g. how many cups in the home corner? - Celebration of children’s birthdays. - Outdoor equipment used for showing different ways to count e.g skips, hops, throwing. | |
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| Understanding the World Learning Intentions | Key Experiences | Visitors/Trips |
| <p>People & Communities:</p> <ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience. -Recognises and describes special times or events for family or friends. -Shows interest in different occupations and ways of life. <p>The World:</p> | <ul style="list-style-type: none"> - Daily weather chart. Exploring the effects outside e.g. frost/ice – what happens to ice when brought inside – sensory tray. - Observing seasonal changes as we enter Spring. - Outdoor area: observing changes e.g. daffodils growing, buds on trees. - Magnets: testing metal and non metal objects/materials. - Role play area with healthy food. - Sorting healthy and non-healthy food. - Feeling textures and tasting various fruit. Link to our senses. - Making fruit kebabs and fruit salads. | |

| <p>-Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Shows care and concern for living things and the environment.</p> <p>Technology:</p> <p>- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> | <ul style="list-style-type: none"> - Rice sensory tray: rice, sieves, buttons, sequins - exploring which objects pass through the sieve and which do not. Listening to the sounds the objects make as they land on the tray. - Drawing around a child to make a life-size diagram. Labelling the body parts. - Visit to see the school tortoises. Take photos with ipads. Learn about how to take care of them. Compare to own pets. - Chinese New Year - learning about how this is celebrated. Tasting chinese noodles, rice and prawn crackers. - Share special times about own families. - Internet safety activities - stories, sharing favourite online activities, reporting concerns to parents/carers etc. | |
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| Expressive Arts and Design Learning Intentions | Key Experiences | Visitors/Trips |
| <p>Exploring and using media and materials:</p> <p>--Realises tools can be used for a purpose. -Beginning to be interested in and describe the texture of things. -Beginning to move rhythmically. -Imitates movement in response to music.</p> <p>Being Imaginative:</p> <p>-Developing preferences for forms of expression -Uses movement to express feelings. -Creates movement in response to music. -Sings to self and makes up simple songs.</p> | <ul style="list-style-type: none"> - Daily Go Noodle for dancing. - Altogether Rhyme time using lycra, 'Let's go diving' song and objects from Rhyme basket. - Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes. - Mystery bag to model purpose of tools such as jugs, scissors, pencils, paintbrushes. - Continuous provision for mark making, painting, construction, malleable, sensory, - Adults to model role play. - Fruit collages - Painting fruit - Handprint painting/finger painting - Paper plate faces - Family tree pictures - Paper plate pets - Pet paw printing - 'My family' lollipop stick homes | |

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| | <ul style="list-style-type: none">- Healthy food props in home corner- Vets role play- Chinese dragon and lantern craft- Red and gold lucky envelopes- Chinese character writing- Dragon dance performance | |
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