



Medium Term Plan – Spring 2 – Foundation Stage 1

Spring 2 themes:	<ul style="list-style-type: none"> - What is Spring? - JIGSAW: Healthy me - Fairtrade fortnight - Easter - Sports Relief - World Book Day - Science Week - World Countries and Religions day (FS1 focus: China) -Other whole school events: Poetry day, World Art day 	
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 a range of tenses (e.g. <i>play, playing, will play, played</i>). -Uses intonation, rhythm and phrasing to make the meaning clear to others. 	<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 focusing 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. - Positional language games using teddies/puppets and other props. - Science week - focus on developing pupils’ ability to explain their ideas and thoughts through probing questions differentiated for each child e.g. for HA children: ‘How would you....?’ for LA children: ‘What is....?’ Build on scientific vocab for materials and textures. 	<p>Easter craft parent workshop / planting sunflower seeds to take home</p>

<p>-Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>		
<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 near point between first two fingers and thumb and uses it with good control. - Can copy some letters, e.g. letters from their name. <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. - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<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 various materials: card/straws/foil/pipe cleaners - Malleable area – playdough, shaving foam, cornflour etc. - Observational drawings in learning journey books e.g. houses, pigs, drawing around hands. - Adults modelling correct pencil grip. - Large, gross motor activities e.g writing letters and numbers in the air. - Daily Go Noodle. Weekly Dough disco - 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. - Toothbrushing programme with NHS foundation trust. Learn about the effect of sugar on teeth. - Sports Relief: Large outdoor circuit to complete. 	<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>
<p>Personal, Social and Emotional Development Learning Intentions</p>	<p>Key Experiences</p>	<p>Visitors/Trips Visitors/Trips</p>
<p>Making Relationships:</p> <ul style="list-style-type: none"> -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 	<ul style="list-style-type: none"> - Weekly JIGSAW sessions. - JIGSAW theme: ‘Healthy me. Use JIGSAW Jenny and her family pieces to talk about healthy lifestyle choices. Extend children’s vocab on body parts from Spring 1. 	<p>Weekly Stay and Play sessions for parents</p>

<p>- 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> <p>Self-confidence and self-awareness:</p> <p>- Shows confidence in asking adults for help. Can select and use activities and resources with help. - Welcomes and values praise for what they have done. - Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Managing Feelings & Behaviour:</p> <p>-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. -Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<ul style="list-style-type: none"> - Healthy lunchboxes - 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: favourite food/exercise/activity, fairtrade - Setting challenges, building resilience, class mantra "You can do it!". 	
<p style="text-align: center;">Literacy Learning Intentions</p>	<p style="text-align: center;">Key Experiences</p>	<p style="text-align: center;">Visitors/Trips</p>
<p>Reading:</p> <p>-Shows awareness of rhyme and alliteration. -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. -Can segment the sounds in simple words and blend them together and knows which letters represent some of them. -Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<ul style="list-style-type: none"> - World Book day - witch and magic theme. Book making. - Non-fiction books on China, Easter, Houses, Materials, Fairtrade, keeping healthy - Pablo the banana story - Fairtrade - Poetry day activities and rhymes - Three Little Pigs story linked to materials and science work in Science week. - 5 sentence stories on Three Little Pigs - Easter story 	<p>Reading workshops for parents using Booktrust packs</p> <p>Poetry day activities</p>

<p>Writing:</p> <ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places 	<ul style="list-style-type: none"> - Rhyming activities - rhyming pairs, odd one out of a rhyming string using pictures and objects. - Continuous provision in book corner with traditional stories and wooden character figures to act out stories. - Story time daily e.g. traditional stories - 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 - Children to form some letters in their name. - Easter cards - Name cards and name writing - 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. - Three little Pigs role play area: designing and labelling houses. - Observational drawings in learning journey books e.g. houses, pigs. - 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. 	
<p>Mathematics Learning Intentions</p>	<p>Key Experiences</p>	<p>Visitors/Trips</p>
<p>Numbers:</p> <ul style="list-style-type: none"> - Comparing two groups of objects, saying when we have the same number. - Showing an interest in number problems and in numerals in the environment. - Separating a group 	<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. 	

<p>of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>-Recites numbers in order to 10.</p> <p>-Knows that numbers identify how many objects are in a set.</p> <p>-Shows curiosity about numbers by offering comments or asking questions.</p> <p>-Shows an interest in number problems.</p> <p>Shape, Space & Measures:</p> <p>-Shows interest in shapes in the environment. -Uses shapes appropriately for tasks. -Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>	<ul style="list-style-type: none"> - 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. - Magic spells (counting/comparing different amounts of objects) - Texture dominoes - Chinese numeral characters for World Countries and Religions day. - Easter maths problems - composition work with eggs in baskets. - Shape houses, comparing size of different houses built in Three Little Pigs role play area. - Continuous provision around number and shape. - Construction and blocks – STEM problem solving challenges in Three Little Pigs building site role play. - Positional language games using teddies/puppets and other props. - Adult modelling counting opportunities across all provision areas, e.g. how many bricks does the little pig need? - Celebration of children’s birthdays. - Outdoor equipment used for showing different ways to count e.g skips, hops, throwing- Sports Relief circuit. 	
<p>Understanding the World Learning Intentions</p>	<p>Key Experiences</p>	<p>Visitors/Trips</p>
<p>People & Communities:</p> <p>- Shows interest in the lives of people who are familiar to them.</p> <p>-Remembers and talks about significant events in their own experience.</p> <p>-Recognises and describes special times or events for family or friends.</p> <p>-Shows interest in different occupations and ways of life.</p> <p>-Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<ul style="list-style-type: none"> - Daily weather chart. Exploring the effects outside. - Outdoor area: observing changes e.g. daffodils growing, buds on trees. - Fairtrade fortnight - learning about the meaning of fairtrade through Pablo the banana story. Tasting fairtrade food. - World Countries and Religions day - learning about China: find on the globe, features and key places, native animals, chinese folklore stories linked to yin and yang. 	<p>Easter craft parent workshop / planting sunflower seeds to take home</p>

<p>The World:</p> <ul style="list-style-type: none"> -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. -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time. <p>Technology:</p> <ul style="list-style-type: none"> - 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. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or images. 	<ul style="list-style-type: none"> - Science week: collecting and sorting objects by colour onto large paper rainbow, animal flipbooks (animal features and their uses) feely bag of different textures-match the texture to the object on the board. - Straw/sticks/bricks sensory tray: testing which materials would blow down. - Toy exploration tray: wind up toys/push and pull toys, string puppets. - Role play area: Three little Pigs building site with a variety of construction materials. - Easter: split pin chicks, soil sensory tray with pots/shovels/seeds/watering cans. - Making chocolate crispie Easter nests: what happens when we heat/melt chocolate. - Purple Mash on legamaster boards - mini mash 	
<p align="center">Expressive Arts and Design Learning Intentions</p>	<p align="center">Key Experiences</p>	<p align="center">Visitors/Trips</p>
<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> --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. -Explores colour and how colours can be changed. -Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects -Uses various construction materials. <p>Being Imaginative:</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. - Pablo the banana collages for Fairtrade fortnight. - Paper plate panda faces for China theme - Chinese character symbol painting 	<p>Easter craft parent workshop / planting sunflower seeds to take home</p> <p>World Art day activities</p>

<ul style="list-style-type: none"> -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. -Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. -Uses available resources to create props to support role-play. -Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> - Witches bubble brew pictures, magic wands, magic spell sensory tray and witch/wizard hats for World book day. - Texture rubbings: indoor and outdoor - Learning 'Heads, shoulders knees and toes' song for JIGSAW theme. - Three little Pigs building site role play with various construction materials, design a house clipboards and STEM challenges. - World Art Day - explore the work of Kandinsky looking at shapes, lines and colours. - Easter baskets, Easter cards. 	
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