



The Medium Term Plan shows key teaching points within our topic with progression in key skills personalised to the individual child's needs. The Characteristics of Effective Learning run through all areas of learning as well as opportunities for children's interests to be explored further through child-initiated and adult directed activities within the provision.

**Entry Point Spring 1** :Fire Engine/Ambulance Visit

**Exit Point Spring 1:** Showcase Boats

**Entry Point Spring 1:** Show and Tell: Favourite Teddy

**Exit Point Spring 1:**Teddy Bears Picnic

Key School Events: World Religion Day, Safer Internet Day, Fairtrade Fortnight, Women's History Month, World Book Day, Sports Relief, Science Week

Specific Areas		
Unique Child Positive Relationships Enabling Environments	Aspects	Possible experiences, opportunities, activities and enhancements
	<b>Personal Social And Emotional</b>  Making relationships	<b>People Who Help Us</b> -Emergency vehicles in small world area. -Look at different uniform, siren sounds. -Match the uniform to the job. -When might you need help? Discuss people who help us. -Play a parachute game to encourage children to work together. -Discuss right and wrong behaviour. -Create a role-play: ambulance, doctors, vets, dentist.
	Self-confidence and self - awareness	<b>Jigsaw Unit: <i>Dreams and Goals</i></b>  Jigsaw Piece 1: Challenge Jigsaw Piece 2: Never Giving Up Jigsaw Piece 3: Setting a Goal Jigsaw Piece 4: Obstacles and Support



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		<p>Managing feelings and behaviour</p>	<p>Jigsaw Piece 5: Flight to the Future Jigsaw Piece 6: Award Ceremony</p> <p><b>Bears</b></p> <ul style="list-style-type: none"> <li>-Bears in small world area.</li> <li>-Teddy bear’s picnic.</li> <li>-Making a picnic - sandwiches, cakes etc</li> <li>-Porridge making (Goldilocks)</li> <li>-Bear stick puppets.</li> </ul> <p><b>Jigsaw Unit- Healthy Me</b></p> <p>Jigsaw Piece 1: Everybody’s Body Jigsaw Piece 2: We Like To Move It Move It! Jigsaw Piece 3: Food Glorious Food Jigsaw Piece 4: Sweet Dreams Jigsaw Piece 5: Keeping Clean</p>
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<p align="center">Unique Child Positive Relationships Enabling Environments</p>	<p align="center">Specific Areas</p>		
		<p align="center">Aspects</p>	<p align="center">Possible experiences, opportunities, activities and enhancements</p>
	<p><b>Physical Development</b></p>	<p>Moving and Handling (Fine and Gross Motor)</p>	<p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>- CLL skills to be practised and embedded through all other areas of the EY curriculum.</li> <li>- Additional support through SAL/EAL work with MF.</li> <li>- Daily story time.</li> <li>- 1 X key worker activity a week focussing on CLL linked to stories and rhymes.</li> <li>- Mystery bag used daily with key objects and pictures to build on use of vocab and understanding.</li> <li>- Verbal questions and instructions supported by visuals and gesture.</li> <li>-Play listening and attention games with the children. Place a small number of -themed items on a tray and cover with a blanket. Remove one of the objects - Can they say which one has been removed?</li> <li>-Hidden figures and vehicles, children to use positional language to direct a friend to find it. For example, it is next to/behind the bench.</li> <li>-Pictures of different ‘people who help us’ around the environment to encourage the children to talk about them.</li> </ul>



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			<p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>-Daily opportunities for drawing, painting, cutting, playdough, use of construction area.</li> <li>-Observational drawings in learning journey books</li> <li>-Adults modelling correct pencil grip.</li> <li>-Fine motor activities (always accessible within the provision): tweezers, threading, drawing lines, making marks through a number of activities</li> </ul>
		<p align="center">Health and Self- care</p>	<p>Large, gross motor activities e.g use of streamers during altogether time.</p> <ul style="list-style-type: none"> <li>-Daily Go Noodle.</li> <li>-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.</li> <li>-Running around obstacles and standing on one leg.</li> <li>-Toilet time built into routine. Regular reminders for children still in pull-ups.</li> <li>-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.</li> <li>-Use large cardboard boxes to work together to make an emergency vehicle.</li> </ul> <p><b>Bears</b></p> <ul style="list-style-type: none"> <li>-Daily opportunities for drawing, painting, cutting, playdough, use of construction area.</li> <li>-Observational drawings in learning journey books.</li> <li>-Adults modelling correct pencil grip.</li> <li>-Fine motor activities (always accessible within the provision): tweezers, threading, drawing lines, making marks through a number of activities</li> </ul> <p>Large, gross motor activities e.g use of streamers during altogether time.</p> <ul style="list-style-type: none"> <li>-Daily Go Noodle.</li> <li>-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.</li> <li>-Moving in different way: hopping, jumping and slithering</li> </ul>

	<p align="center">Specific Areas</p>		
	<p><b>Communication And</b></p>	<p align="center">Aspects</p>	<p align="center">Possible experiences, opportunities, activities and enhancements</p>



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Unique Child Positive Relationships Enabling Environments	<b>Language</b>	Listening and Attention	<p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>- CLL skills to be practised and embedded through all other areas of the EY curriculum.</li> <li>- Additional support through SAL/EAL work with MF.</li> <li>- Daily story time.</li> <li>- 1 X key worker activity a week focussing on CLL linked to stories and rhymes.</li> <li>- Mystery bag used daily with key objects and pictures to build on use of vocab and understanding.</li> <li>- Verbal questions and instructions supported by visuals and gesture.</li> <li>- Play listening and attention games with the children. Place a small number of -themed items on a tray and cover with a blanket. Remove one of the objects - Can they say which one has been removed?</li> <li>- Hidden figures and vehicles, children to use positional language to direct a friend to find it. For example, it is next to/behind the bench.</li> <li>- Pictures of different 'people who help us' around the environment to encourage the children to talk about them.</li> </ul> <p>Talk4Writing (Poetry- Nursery Rhymes)</p> <ul style="list-style-type: none"> <li>● Row Row Your Boat</li> <li>● The Wheels on the Bus</li> </ul> <p><b>Bears/Easter</b></p> <ul style="list-style-type: none"> <li>- Number of easter objects on a tray and cover with a blanket. Children to tell you which have been removed, to guess how many there are, count them then remove some, can they say how many have gone?</li> <li>- Egg memory game- have plastic eggs in an egg box and place a different object inside each egg. Can they tell you which object is in each egg?</li> </ul> <p>Talk4Writing (Poetry- Nursery Rhymes)</p> <ul style="list-style-type: none"> <li>● The Bear went over the Mountain</li> <li>● Teddy Bear Teddy Bear</li> </ul>
		Understanding	
		Speaking	

Specific Areas		
<b>Literacy</b>	Aspects	Possible experiences, opportunities, activities and enhancements



<p>Unique Child    Positive Relationships    Enabling Environments</p>		<p>Reading</p> <p>Comprehension</p> <p>Phonics</p>	<p><b>People Who Help Us</b></p> <p><b>Class Books:</b></p> <ul style="list-style-type: none"> <li>-When I grow up Firefighter</li> <li>-When I grow up Doctor</li> <li>-Busy People Police Officer</li> <li>-Busy People Vet</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Listening to sounds within the environment.</li> <li>-Daily storytime, discussion and role play opportunities.</li> <li>-Sound recognition and letter recognition.</li> <li>-Continuous. daily opportunities for reading e.g. reading corner, reading opportunities and texts in all areas of provision (recipe cards, instructions, magazines, car manuals, books), puppets, role play.</li> <li>-Altogether rhyme time.</li> </ul>
		<p>Writing</p>	<ul style="list-style-type: none"> <li>-Name recognition.</li> <li>-Instrumental sound discrimination.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>-Phonics: letter of the week with concrete objects and pictures.</li> </ul> <p>SATIM NP</p> <ul style="list-style-type: none"> <li>-Oral blending and segmenting.</li> <li>-Instrumental sound discrimination.</li> </ul> <p><b>Writing:</b></p> <p>Non-Fiction modelled writing Mark making and giving meaning to marks Trace and practice writing names. Dough Disco</p> <p>Talk4Writing (Poetry- Nursery Rhymes)</p> <ul style="list-style-type: none"> <li>● Imitate: Row Row Your Boat</li> <li>● Imitate: The Wheels on the Bus</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>-Encourage children to talk about and sequence the Easter story. Some could even go on to write the Easter story.</li> <li>-Small world area set up as the Easter story for children to retell the story.</li> <li>-Easter story stick puppets and masks.</li> <li>-Easter stories in the reading corner or create a reading outside with the Easter stories in.</li> </ul>



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-Writing materials in a role play area for vet, farmer, shopkeeper to use. Children put their own labels on chicken/chicks/different eggs.

**Bears**

**Class Books:**

- Going on a Bear Hunt
- Peace at Last, Brown Bear

**Reading:**

- Daily storytime, discussion and role play opportunities.
- Sound recognition and letter recognition.
- Continuous, daily opportunities for reading e.g. reading corner, reading opportunities and texts in all areas of provision (recipe cards, instructions, magazines, car manuals, books), puppets, role play.
- Altogether rhyme time.

**Phonics:**

- Phonics: letter of the week with concrete objects and pictures.
- OBCGH
- Sound talking – oral segmenting and blending.

**Writing**

- Adults modelling writing names on pictures/paintings.
- Continuous, daily opportunities for mark making e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks.
- Modelling correct pencil grip.
- Dough disco.
- Gross motor skills activities (streamers, pom poms, lycra, sticks).
- Fine motor activities (tweezers, pegs, threading, tracing).

Talk4Writing (Poetry- Nursery Rhymes)

- Imitate: The Bear went over the Mountain
- Imitate: Teddy Bear Teddy Bear

Specific Areas



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Unique Child    Positive Relationships    Enabling Environments	<b>Maths</b>	Aspects	Possible experiences, opportunities, activities and enhancements
		Number	<p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>- 'Number of the week' explored through a range of mystery bag objects and pictures e.g. numicon pieces, rubber counting objects, flashcards, classroom objects.</li> <li>- Daily counting as part of welcome time on carpet – counting the children, name cards, finding the number of children on the numeral caterpillar.</li> <li>- Number of the Week 1-5.</li> <li>- Reciting - recognition 1 to 1 counting 1-5.</li> <li>- Counting songs .</li> <li>- Construction and blocks – STEM problem solving challenges.</li> </ul> <p><b>Bears</b></p> <ul style="list-style-type: none"> <li>- 'Number of the week' explored through a range of mystery bag objects and pictures e.g. numicon pieces, rubber counting objects, flashcards, classroom objects.</li> <li>- Daily counting as part of welcome time on carpet – counting the children, name cards, finding the number of children on the numeral caterpillar.</li> <li>- Number of the Week</li> <li>- Reciting - recognition 1 to 1 counting 1-10.</li> <li>- Counting songs</li> <li>- Continuous provision around number, shape and patterns.</li> <li>- Construction and blocks – STEM problem solving challenges.</li> <li>- Adult modelling counting opportunities across all provision areas, e.g. how many cups in the home corner?</li> <li>- Celebration of children's birthdays.</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>- Numbers on Easter eggs 0-5 for the children to identify and order.</li> <li>- Easter egg story stones, children to count and match to the correct one.</li> <li>- Use eggs and pictures to represent 1 more and 1 less.</li> <li>- Shape pictures.</li> </ul>
		Numerical Patterns	<p><b>People who help us</b></p> <ul style="list-style-type: none"> <li>- Representing numbers</li> <li>- Positional language</li> </ul> <p><b>Bears/Easter</b></p> <ul style="list-style-type: none"> <li>- 2D Shape names and properties.</li> </ul>
		Measure, Space and Spatial Thinning	



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- Plastic easter eggs of different sizes, can they order them?
- 3D easter pictures

Specific Areas

Aspects

Possible experiences, opportunities, activities and enhancements

People, Culture & Communities

**People Who Help Us.**

- Explore different occupations and ways of life – jobs that help us, uniform, equipment.
- Explore emergency vehicles through visits and photographs.
- Similarities and differences of emergency vehicles.

**Celebrations:**

**Chinese New Year**

- Learn about Chinese New Year and different traditions
- Chinese food tasting and discuss likes and dislikes
- Make a chinese lantern
- Fold a chinese fan and learn a chinese fan dance.

Past and Present

**STEM:**

Focus:Structures (Floating and Sinking)  
Build an Apple Boat

Operate simple Technology:

- 2Design
- Mechanisms , use simple toys

**Understanding of the World**

- RE
- History
- Geography
- Science
- Design and Technology
- Computing

Unique Child Positive Relationships Enabling Environments





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	Early Technology	<ul style="list-style-type: none"> <li>-Beebots and remote control cars, moving in different directions</li> </ul> <p><b>Seasonal Changes: Spring</b></p> <ul style="list-style-type: none"> <li>-Daily weather chart</li> <li>- Sensory playdough</li> <li>- Listening walks</li> <li>- Exploring ice</li> <li>- Observing frost, ice etc</li> </ul> <p><b>Bears</b></p> <ul style="list-style-type: none"> <li>-Painting pictures of bears.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>-Using Brown Bear Brown Bear -Talk about where the animals in the story live and do they fly, swim, walk</li> <li>- Hide animals in the outdoor environment for the children to find.</li> <li>- Bee bot - woodland scene.</li> <li>-Gummy bears science experiment.</li> <li>- Woodland scene playdough mats children create bear figures</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>-Learn about the Easter story and how festivals are celebrated.</li> <li>-Find out about spring animals.</li> <li>-Learn about animals associated with Easter.</li> <li>-Map for bee-bots for the easter bunny to find the easter eggs.</li> <li>-Audio of the Easter story for children to listen to.</li> <li>boil eggs and wrap in tin foil, investigate how they travel down hill, how can we make them faster etc.</li> <li>-Caring for plants in the environment.</li> </ul>

	Specific Areas	
<b>Expressive Arts</b>	Aspects	Possible experiences, opportunities, activities and enhancements



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<p align="center">Unique Child    Positive Relationships    Enabling Environments</p>	<p>Art Design and Technology Music</p>	<p>Creating with Materials</p>	<p><b>Bears</b> -Bears and characters small world area -Mystery bag to model the purpose of tools such as jugs, scissors, pencils, paintbrushes. -Continuous provision for mark making, painting, construction, malleable, sensory</p> <p><b>Easter</b> -Daffodil drawing with a focus on colour and scale. -Easter bonnets. -Handprint chicks. -Easter basket using paper. -Split pin chicks. -Sing easter themed songs and rhymes. -Make egg shakers. -Cardboards boxes, children to create and make own easter baskets</p> <p><u>Art Focus: Collage</u> -Experiment with using scissors to cut materials. -Experiment with a range of materials to create an effect. -Explore and talk about the texture of things.</p> <p>Artist of the Half Term: <u>Leonardo da Vinci</u></p> <p><b>Music</b> -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. -Clapping beats, stamping feet -Instruments, singing and dancing within daily provision -Welcome song, end of the day song, transition songs, weather song, days of the week song -Familiar songs.</p>