

El Medium Term Plan for Spring 2.

Themes: Spring and All Creatures Great and Small.

Intent: The children will be learning...

	PSED	C&L	L	PD	M	UtW	EAD	Events / Parents / cooking
<p>Week 1 21.02.22</p> <p>Jungle animals</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Use a wider range of vocabulary.</p> <p>Vocab taken from story</p> <p>Hippo</p> <p>Monkey</p> <p>jungle</p> <p>Stem:</p> <p>A ... lives in the jungle.</p>	<p>Story: Jingle Jangle Jungle</p> <p>Reading: recognising own name. HFWs: A, a, I, The the, is, look, go, mum, Mum, Dad, dad, Look, can, am, at, to, went.</p> <p>Ask questions about a book.</p> <p>Writing: Writing initial letter in name. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Phonics:</p> <p>Monday: Instrumental/environmental sounds</p> <p>Tuesday: Body Percussion/rhythm</p> <p>Wednesday: Rhyme</p> <p>Thursday: Alliteration</p> <p>Friday: Rhyme or alliteration.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Counting song: One big hippo balancing - BBC Teach</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Maths session focus:</p> <p>Number 6</p>	<p>Begin to make sense of their own life-story and family's history. (Discussions about what they have done in the holiday)</p>	<p>Walking In The Jungle - Super Simple Songs</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	
<p>Week 2 28.02.22</p> <p>Jungle animals</p>	<p>Show more confidence in new social situations.</p>	<p>Use a wider range of vocabulary.</p>	<p>Story: Walking Through the Jungle</p> <p>Reading: Name recognition. HFWs: A, A, a, I, The the, is, look, go, mum, Mum, Dad, dad, Look, can, am, at, to, went, like, it.</p> <p>Ask questions about a book.</p>	<p>Use one-handed tools and equipment, for example, making snips in</p>	<p>Counting song: 5 Little Monkeys Swinging from a Tree.</p> <p>Link numerals and amounts: for example, showing</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Songs - Jungle Animal songs - Learn English through songs - Kids Club English - Animal Boogie.</p>	<p>Make and taste pancake.</p>

Pancake Day		<p>Vocab taken from story:</p> <p>Creeps</p> <p>Leaps</p> <p>wades</p> <p>Stem:</p> <p>In the jungle you can see..</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Writing: Writing initial letter in name. Make marks on their picture to stand for their name.</p> <p>Phonics:</p> <p>Monday: Instrumental/environmental sounds</p> <p>Tuesday: Body Percussion/rhythm</p> <p>Wednesday: Rhyme</p> <p>Thursday: Alliteration</p> <p>Friday: Rhyme or alliteration.</p>	paper with scissors.	<p>the right number of objects to match the numeral, up to 5.</p> <p>Maths session focus:</p> <p>Number 7</p>		Explore colour and colour mixing.	
Week 3 07.03..2 2 minibeasts	Increasingly follow rules, understanding why they are important.	<p>Use a wider range of vocabulary.</p> <p>Vocab taken from story:</p> <p>Rhumba</p> <p>Rhythm</p> <p>jive</p> <p>Stems</p> <p>I can see..</p>	<p>Stories: Twist and Hop, Minibeast Bop!</p> <p>Reading: recognising own name. HFWs A, a, I, The the, is, look, go, mum, Mum, Dad, dad, Look, can, am, at, to, went like It, it.</p> <p>Make comments and shares their own ideas in relation to books.</p> <p>Writing: Writing initial letter in name. Make marks on their picture to stand for their name.</p> <p>Phonics:</p>	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	<p>Counting song: The Ants Came Marching</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Maths session focus:</p> <p>Number 8</p>	Plant seeds and care for growing plants.	<p>3 Favourite Minibeast Songs - Music in the Early Years - Worm at the bottom of the garden.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	Signs of autumn bags to be sent home.

		Start a conversation with an adult or a friend and continue it for many turns.	Monday: Instrumental/environmental sounds Tuesday: Body Percussion/rhythm Wednesday: Rhyme Thursday: Alliteration Friday: Rhyme or alliteration.					
Week 4 14.03.2 2 Insects	Be increasingly able to talk about and manage their emotions.	Use a wider range of vocabulary. Vocab taken from story Cocoon Stems: The caterpillar became a ... Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Stories - The Very Hungry Caterpillar Reading: recognising own name. HFWs A, a, I, The the, is, look, go, mum, Mum, Dad, dad, Look, can, am, at, to, went, like, It, it, and Ask questions about a book. Writing: Writing initial letter in name. Mark making for a purpose. Attempt to write sight words. Phonics: Monday: Instrumental/environmental sounds Tuesday: Body Percussion/rhythm Wednesday: Rhyme Thursday: Alliteration Friday: Rhyme or alliteration.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	One Little Bug song. Combine shapes to make new ones - an arch, a bigger triangle etc. Maths session focus: Number 9	Talk about the differences between materials and changes they notice.	3 Favourite Minibeast Songs - Music in the Early Years - Tiny Caterpillar on a Leaf Join different materials and explore different textures.	World Nursery Rhyme Week https://piccolomusic.co.uk/world-nrw-21

<p>Week 5 21.03..22</p> <p>Spring animals-lifecycle s.</p>	<p>Remember rules without needing an adult to remind them</p>	<p>Use a wider range of vocabulary.</p> <p>Vocab taken from story</p> <p>Stems: In Spring you can see..</p> <p>Understand 'why' questions, and start to answer them.</p>	<p>Stories: One Springy Day: A Percy The Park Keeper Story</p> <p>Reading: recognising own name, HFWs A, a, I, The the, is, look, go, mum, Mum, Dad, dad, Look, can, am, at, to, went, like It, it, and</p> <p>Develop play around favourite stories using props. Retelling the Hungry Caterpillar.</p> <p>Writing:</p> <p>Writing initial letter in name. Mark making for a purpose. Attempt to write sight words.</p> <p>Phonics:</p> <p>Monday: Instrumental/environmental sounds</p> <p>Tuesday: Body Percussion/rhythm</p> <p>Wednesday: Rhyme</p> <p>Thursday: Alliteration</p> <p>Friday: Rhyme or alliteration.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Over In The Meadow - A Great Song For Welcoming Spring and Counting Baby Animals Tiny Tapping Toes</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Maths session focus:</p> <p>Number 10</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Songs: Spring Songs for Children - Spring is Here with Lyrics - Kids Songs by The Learning Station - YouTube</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Mother's Day</p>
<p>Week 6 28.03..22</p> <p>Spring animals-lifecycle s.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Use a wider range of vocabulary.</p> <p>Vocab taken from story</p> <p>Stems:</p>	<p>Stories: When Spring Comes Board Book</p> <p>Reading: recognising own name. A, a, I, The the, is, look, go, mum, Mum, Dad, dad, Look, can, am, at, to, went, like It, it, and</p> <p>Ask questions about a book.</p>	<p>Start eating independently and learning how to use a knife and fork.</p>	<p>Five flowers tall song.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Mary Had a Little Lamb</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	

		<p>In Spring there will be...</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Writing:</p> <p>Writing initial letter in name. Mark making for a purpose. Attempt to write sight words, numbers etc.</p> <p>Phonics:</p> <p>Monday: Instrumental/environmental sounds</p> <p>Tuesday: Body Percussion/rhythm</p> <p>Wednesday: Rhyme</p> <p>Thursday: Alliteration</p> <p>Friday: Rhyme or alliteration.</p>		<p><u>Maths session focus:</u></p> <p>Combining 2 groups to find the total. Numbers to 5.</p>			
<p>Week 7: 4.4.22 Easter</p>	<p>Understand gradually how others might be feeling.</p>	<p>Use a wider range of vocabulary.</p> <p>Vocab taken from story: Easter Jesus</p> <p>Stems: For Easter people get...</p> <p>Enjoy listening to longer stories and can</p>	<p>Stories: The Easter Story.</p> <p>Reading: recognising own name. A, a I, The the, is, look, go, mum, Mum, Dad, dad, Look, can, am, at, to, went, like It, it, and</p> <p>Ask questions about a book.</p> <p>Writing:</p> <p>Writing initial letter in name. Mark making for a purpose. Attempt to write sight words, numbers etc.</p> <p>Phonics:</p> <p>Monday: Instrumental/environmental sounds</p> <p>Tuesday: Body Percussion/rhythm</p> <p>Wednesday: Rhyme</p>	<p>Show a preference for a dominant hand.</p>	<p>One little daffodil.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><u>Maths session focus:</u></p> <p>Combining 2 groups to find the total. Numbers to 5.</p>	<p>Continue developing positive attitudes about the differences between people. Link to Easter Celebrations</p>	<p>Springtime song for children - YouTube</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Making Easter cards.</p>

		remember much of what happens.	Thursday: Alliteration Friday: Rhyme or alliteration.					
--	--	---	--	--	--	--	--	--