

Medium Term Planning Spring 1 2019

Drips, drops and wintry weather

Areas of learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Date	7 <sup>th</sup> - 11 <sup>th</sup> Jan	14 <sup>th</sup> -18 <sup>th</sup> Jan	21 <sup>st</sup> - 25 <sup>th</sup> Jan	28 <sup>th</sup> Jan- 1 <sup>st</sup> Feb	4 <sup>th</sup> - 8 <sup>th</sup> Feb	11 <sup>th</sup> -15 <sup>th</sup> Feb	
Story/text	Lost and Found	Lost and Found	Non-fiction Weather Watch	Non-fiction Weather watch	Chinese New Year	Chinese New Year	
LF phonemes		s, a	t, p	i, n	m,d	g,o	
SEAL	What makes a good friend? Were the penguin and the boy good friends? (Draw and label a picture of a good friend)	Recognising that our friends help to make us happy and we can make them happy. Make a sticker for our friends.	How can we take care of our friends and our classroom? Can we make some posters to encourage our friends to care for each other?	How can we take care of the different animals and birds during the winter weather?	Discuss winning and losing in light of the Chinese New Year story. What do we think about the actions of the rat?	Celebrating something that we have done well during the half term. Circle time - my favourite thing this half term is ...	
PSE ongoing	Making relationships d, May form special friendships with other children, Self-confidence and self-awareness f: is more outgoing towards unfamiliar people and more confident in new social situations,						
PSE	Managing feelings and behaviour: b - can express their own feelings How do the boy and penguin feel in the story?	Managing feelings and behavior s - responds to the feelings and wishes of others How do we give and receive the stickers from our friends?	Managing feelings and behaviour: b - can express their own feelings How do they feel during different types of weather? Do they have a favourite weather type?	Self-confidence and self-awareness f: more outgoing in new social situations: Confident to share their successes with their peers	Managing feelings and behaviour: b - can express their own feelings How do the different characters in the Chinese New Year story feel?	Managing feelings and behavior s - responds to the feelings and wishes of others Responding to the posters that our friends have made	
PD ongoing	Moving and handling b- squats with steadiness to play with objects on the ground and rises without use of hands (working with objects on the carpet and during outdoor play), l, mounts stairs, steps and climbing equipment using alternate feet (accessing slide and grassed area), m - walks down steps, two feet to each step whilst carrying a small object(accessing slide and grassed area), Health and self-care h: observes the effect of activity on their bodies(talk about our hearts/heart rate and what happens to it when we exercise/rest)						
PD	Moving and handling g-	Moving and handling g-	Health and self-care e: helps with	Health and self-care e: helps with	Moving and handling h-	Moving and handling h- imitates simple	

	beginning to use a tripod grip to hold writing tools (mark making & literacy session opportunities)	beginning to use a tripod grip to hold writing tools (mark making & literacy session opportunities)	clothing e.g. coats and hats (encourage independence with outdoor clothing. Role play to get ready for journey to South Pole)	clothing e.g. coats and hats (encourage independence with outdoor clothing during cold weather)	imitates simple shapes such as circles and lines: (handwriting patterns linked to the story of Chinese New Year)	shapes such as circles and lines: (handwriting patterns linked to the story of Chinese New Year)	
C&L ongoing	Listening and attention b- recognises & responds to many familiar sounds. h- focusing attention-still listen or do but can shift own attention. Listen with more concentration during whole class carpet time.						
C&L	<p><b>Understanding:</b> a- Identifies action words by pointing to the right pictures (Identifying some of the verbs in the Lost and Found story.)</p>	<p><b>Understanding:</b> h- Beginning to understand 'why' &amp; 'how' questions. (discussing reasons for events in the story.) Begin to ask formulate own questions with regard to the story.)</p> <p><b>Listening &amp; Speaking:</b> k- questions why things happen &amp; gives explanations. Ask e.g. 'who', 'what', etc (research into penguin habitats- respond to predictions questions from story)</p>	<p><b>Understanding:</b> a- Identifies action words by pointing to the right pictures (discussing pictures linked to different types of weather and associated activities eg skiing, sledging, skating, sun-bathing, swimming)</p>	<p><b>Understanding:</b> k- Listens &amp; responds to ideas expressed by others in conversation or discussion. (Listen appropriately to others when discussing 'why', 'how', 'when' questions in relation to winter weather science investigations)</p>	<p><b>Listening &amp; Speaking:</b> a- uses language as a powerful means of widening contacts, sharing feelings, experiences &amp; thoughts. (personal response to the CNY story.)</p> <p><b>Listening &amp; Speaking:</b> b- holds a conversation jumping from topic to topic (able to talk engage in conversation about different topics and interestes.)</p>	<p><b>Listening &amp; Speaking:</b> q- extends vocabulary, especially by grouping, naming, exploring the meaning &amp; sounds of new words. (Learning the new vocabulary associated with this celebration.)</p>	

Literacy	<p><b>Reading:</b> b- repeats words or phrases from familiar stories- shows an awareness of rhyme &amp; alliteration (<i>new year rhyme</i>)</p> <p><b>Writing:</b> a- distinguishes between the marks they make (<i>write clearly identifiable letters - to write about a good friend</i>)</p>	<p><b>Reading:</b> q- knows information can be relayed in the form of print (<i>generate &amp; read new targets</i>)</p> <p><b>Writing:</b> i- links letters, naming &amp; sounding the letters of the alphabet (<i>write clearly identifiable letters &amp; read back own writing when recording own version of story</i>)</p>	<p><b>Reading:</b> x- begins to read words &amp; simple sentences. (<i>Guided Reading.</i>)</p> <p><b>Reading:</b> t- continues a rhyming string</p> <p><b>Writing:</b> f- continues a rhyming string (<i>use weather words to play rhyming pairs/strings e.g. rain/pain, ice/rice, cold/bold.</i>)</p>	<p><b>Reading:</b> h- joins in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories (<i>joining in during EYFS singing and weather poems and rhymes. Joining in whilst reading NF info with regards to weather topic.</i>)</p>	<p><b>Reading:</b> x- begins to read words &amp; simple sentences. (<i>describing words -Chinese dragon, music, and lanterns.</i>)</p> <p><b>Writing:</b> e- begins to break the flow of speech into words (<i>writing a sentence or short passage about the CNY story</i>)</p>	<p><b>Reading:</b> x- begins to read words &amp; simple sentences. (<i>describing words - Chinese dragon, dance, music, and lanterns.</i>)</p> <p><b>Writing:</b> e- begins to break the flow of speech into words (<i>recording their feelings in response to dragon dance.</i>)</p>		
Maths ongoing	Number- b recites some number names in sequence; h uses some number names accurately in play; q shows an interest in numbers in the environment. Shape, space and measures - j shows interest in shapes in the environment.							
Maths	<p><b>N-g</b> uses some number names and number language spontaneously</p> <p><b>N- y</b> counts out up to six objects from a larger group.</p> <p><i>Practise writing numbers to 20 and beyond</i></p> <p><i>Counting games</i></p> <p><i>Number jigsaws and puzzles</i></p>	<p><b>N-e</b> uses some language of quantities such as more and a lot.</p> <p><b>N-g</b> uses some number names and number language spontaneously</p> <p><b>N- y</b> counts out up to six objects from a larger group.</p> <p><b>SSM- o</b> can describe their relative position</p>	<p><b>N-e</b> uses some language of quantities such as more and a lot.</p> <p><b>N- k</b> beginning to represent numbers using fingers, marks on paper or pictures</p> <p><b>N- cc</b> uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p><b>SSM - i</b> show interest in shape</p>	<p><b>N-g</b> uses some number names and number language spontaneously</p> <p><b>N- n</b> compares two groups of objects, saying when they have the same number</p> <p><b>N-hh</b> records using marks that they can interpret and explain <i>Keep weather log and interpret records.</i></p>	<p><b>N- y</b> counts out up to six objects from a larger group.</p> <p><b>N- k</b> beginning to represent numbers using fingers, marks on paper or pictures. <i>Count coloured 'raindrop pipette splats' onto a piece of paper. How many?</i></p>	<p><b>N-g</b> uses some number names and number language spontaneously</p> <p><b>N- cc</b> uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p><b>N-hh</b> records using marks that they can interpret and explain</p> <p><b>SSM-k</b> uses shapes appropriately for tasks <i>Compare</i></p>	<p><b>N- k</b> beginning to represent numbers using fingers, marks on paper or pictures</p> <p><b>N- y</b> counts out up to six objects from a larger group. <i>Count out specific numbers of objects and label groups eg. decorating dragons with numbered groups of sequins.</i></p>	

		<p>such as 'behind' or 'next to'.  <b>Where are the characters in relation to various objects? (story tray.)</b>  <b>Matching the correct number of objects to a given number eg. counting out the correct number of 'fish' to numbered polar bears.</b></p>	<p>by sustained construction activity or by talking about shapes or arrangements.  <b>Penguins: Comparing numbers of penguins on icebergs. Which iceberg has more/fewer penguins?</b>  <b>Using junk materials to create mod roc icebergs?</b></p>	<p><b>Using numbers in context of weather investigations eg. rain collection, outdoor/indoor temperatures</b></p>	<p><b>SSM - u</b> orders and sequences familiar events.  <b>What has the weather been like this week? Order the days</b></p>	<p><b>British and Chinese counting systems: brush painting numbers. Using chopsticks/tweezers to count objects into a bowl.</b></p>	<p><b>SSM-k</b> uses shapes appropriately for tasks. <b>Use junk materials to assemble and create a detailed large dragon head or smaller individual dragons by folding etc.</b></p>
UW	<p><b>People and communities g-</b> recognises and describes special times or events for family or friends.  <b>Discussing our Christmas news. What was the same/different about how we celebrated?</b></p>	<p><b>The World c-</b> comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  <b>Investigating the North Pole habitat and comparing to our own.</b>  <b>Technology h-</b> uses ICT hardware to interact with age-appropriate</p>	<p><b>The World c-</b> comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <b>Comparing our weather findings to what we know about other other environments in the world.</b>  <b>Technology h-</b> uses ICT hardware to interact with age-</p>	<p><b>Technology d-</b> shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. <b>Use technology to investigate, record and analyse weather eg. digital thermometer, weather app on ipad.</b></p>	<p><b>People and communities g-</b> recognises and describes special times or events for family or friends.  <b>Learning about Chinese New Year. Where is China? Is CNY only celebrated in China? How? Are any features of the celebration similar to</b></p>	<p><b>Technology d-</b> shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  <b>Using a range of materials and fixings, create a dragon with moving parts.</b></p>	

		computer software. Creating a picture from Lost and Found using 2 simple (LJs)	appropriate computer software Use technology to investigate, record and analyse weather eg. digital thermometer, weather app on ipad.		celebrations we enjoy?		
EAD	<b>Being imaginative:</b> d- Uses movement to express feelings p- Introduces a storyline narrative into their play Using the new role play area effectively	<b>Exploring &amp; using media &amp; material:</b> q - Realise tools can be used for a purpose (Using clay and clay tools to create a penguin)	<b>Exploring &amp; using media &amp; material:</b> a - Joins in favourite singing <b>Being imaginative:</b> m- Creates simple representations of people & objects (collage work. Seascapes and icy landscapes.)	<b>Being imaginative:</b> d- Uses movement to express feelings p- Introduces a storyline narrative into their play Weather dance, responding to music to show feelings.)	<b>Exploring &amp; using media &amp; material:</b> b- Creates sounds by banging, shaking, tapping or blowing (recreating music for the dragon dance.)	<b>Exploring &amp; using media &amp; material:</b> - d Experiments with blocks, colours and marks l- Understand that they can use lines to enclose a space & then begin to use these shapes to create objects (Dragon paintings)	
RE	F3 - What makes a good helper? Why do we need rules? What are our school Golden Rules? What are our class rules? Do we have rules anywhere else eg football, clubs, at home etc. Can the children think	F3 - What makes a good helper? How can we help in different places? What jobs do we need to do in school, at home etc. What happens if only one person helps at tidy-up time? Annotate	F3 - What makes a good helper? Share the story of Noah's Ark - what kind of help would Noah need? Make a list of jobs that would need doing on the ark including feeding and cleaning out the animals.	F3 - What makes a good helper? Remind children of Noah's Ark story. Why did God put the rainbow in the sky? What is a promise? How do rainbows make us feel? E.g. children to create their own	F3 - What makes a good helper? Linking back to previous PSE - what is a good friend? Read the story of Mr Pod and Mr Piccalilli - were they good friends?	F3 - What makes a good helper? Jesus had some special friends - they were called the disciples. Share a story of Jesus calling his disciples. Create a picture of Jesus and his 12 special friends to be used on the display.	

	of a rule that they would like in our classroom?	a photograph of the classroom with different ways of helping.		rainbow pictures on 2simple.	Create a friendship web by passing a ball of wool to a friend around the circle.		
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