

FSO Elephants Medium Term Plan- Spring 1





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| Our curriculum encourages children to... | | Love Reading | | Be Respectful | | Communicate Effectively | |
| Spring Term 1: Under the Sea WOW Moment: Music Bugs | | Books: Week 1 & 2- Commotion in the Ocean & Barry the Fish with Fingers Week 3 & 4- Sharing a Shell & The Snail and the Whale Week 5 & 6- Rainbow Fish & Clark the Toothless Shark | | | | Vocabulary: Fish, shark, whale, jellyfish, starfish, crab, sea, ocean, shell, sand, swim, water, wave etc. | |
| Book of the Week: | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
| | - | 5 Cheeky Monkeys | I Went Walking | Are You My Mother? | Green Hat Blue Hat | The Very Hungry Caterpillar | |
| PSED | Curriculum Goals Goal 1: To develop friendships with other children. Transition between activities calmly. To develop self-assurance. Engage and achieve a goal. To express preferences and opinions. Goal 2: To notice and ask questions about differences. Express a range of emotions. Play with increasing confidence on their own and with other children. Goal 3: Say please and thank you. Show “effortful control” and begin to take turns. To talk about and manage their emotions. To become independent, rejecting help. Confidently explore new places. | | | | Check Points First Term- Do the children begin to see themselves as separate people? Do they decide what to play/eat/wear? Half way point- Do the children enjoy the company of other children and want to play with them? Last Term- Can the children share and take turns with adult guidance? Do any children become upset by sounds, smells or tastes and cannot be calmed? Do any children seem worried, sad or angry a lot of the time? | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| | Key Person Time- To talk about what they have got/done for Christmas. | Key Person Time- To talk about friendships at nursery. | To take turns when playing the bingo game. | Key Person Time- Learning about Chinese New Year. | Key Person Time- To name a favourite sea animal e.g. fish, shark, whale, starfish, jellyfish, crab. | Key Person Time- Begin noticing simple differences between each other. E.g. colour hair. |
| C&L | Curriculum Goals | | | Check Points | | |
| | <p>Goal 1: Listen to other people’s talk with interest. Understand and follow simple instructions. To focus on an activity of their own choice. Use single words during play. To use intonation, pitch and changing volume when ‘talking’. Use p, b, m, w speech sounds.</p> <p>Goal 2: Listen to simple stories and understand what is happening with the help of the pictures. To identify familiar objects and properties for practitioners when they are described. To pronounce l/r/w/y/s/sh/ch/d/z/j/f/th Develop conversation, jumping from topic to topic.</p> <p>Goal 3: To understand and act on longer sentences. Understand simple questions about ‘who’, ‘what, and ‘where’. To say how they are feeling, using words as well as actions. Begin to say multi-syllabic words.</p> | | | <p>First Term- Are the children beginning to put 2 or 3 words together? Are the children asking questions such as the names of objects and people? Can the children understand more words than they can say? (200-500 words) Can the children understand simple questions and instructions?</p> <p>Half way point- Can the children use 300 words? (descriptive language and time, space and function vocabulary) Can the children link 5 words together? Are the children using pronouns (me, him, she), plurals and prepositions (in, under, on) Can the children shift from one task to another if an adult gets their full attention?</p> <p>Last Term- Can the children understand 3 key words? Can the children show that they understand action words? Can the children’s speech be understood by an unfamiliar adult?</p> | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| | To listen to others conversations and join in during key person time. | Begin learning this terms topic words. | Playing bingo- Children to recognise items when described to them e.g. red car, yellow flower. | Key Person Time- Learning about Chinese New Year. | Answer simple who, what, where questions when reading this week's topic book. | To Remember parts of the Hungry Caterpillar Story using the pictures. |
| Physical | Curriculum Goals | | | Check Points: | | |
| | <p>Goal 1: To eat finger foods and develop likes and dislikes. Begin to kick, throw and catch a large ball. Clap and stamp to music. To walk, run, jump, climb and start to use the stairs independently.</p> <p>Goal 2: To try a wider range of food with different tastes and textures. Show an increasing desire to be independent. To build independently with a range of appropriate resources. Develop manipulation and control.</p> <p>Goal 3: Learn to use the toilet with help and then independently. To use large and small motor skills to do things independently. Explore different materials and tools. Sit on at push along wheeled toy, use a scooter or ride a tricycle.</p> | | | <p>First Term- Can the children run well, kick a ball and jump with both feet off the ground at the same time? Do any children appear underweight, overweight or have poor dental hygiene?</p> <p>Last Term- Can the children climb confidently, catch a large ball and pedal a tricycle? Do any children find it difficult to sit comfortably on a chair?</p> | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| | To follow dance moves to Danny Go. | To build sandcastles, following instructions and using tools. | To begin identifying a preference for a dominant hand when using tools. | Using playdough cutting tools with control and intent. | To use a pencil with control to follow the pencil control sheet. | To play ball/bean bag games. Developing hand-eye coordination. |

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| Literacy | Curriculum Goals | | | Key Skills: | | |
| | <p>Goal 1: Listen to songs and rhymes. Share books with adults. To begin making marks with different media.</p> <p>Goal 2: To join in with songs and rhymes. Develop play around stories using props. To draw freely.</p> <p>Goal 3: To repeat words and phrases from a familiar story. Talk about the pictures in a book. Add marks to drawings and tell an adult what they say.</p> | | | <p>Last Term- Can the children control a pencil when making marks?</p> | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| | To enjoy a range of stories in the reading corner on our new topic. | Children to engage in singing time, joining in with words as well as actions. | Making different marks with whiteboard pens. | To make patterns in the sand using lollipop sticks. | To begin singing nursery rhymes with props and puppets. | Using sea stencils to create pictures on the drawing table. |
| Mathematics | Curriculum Goals | | | | | |
| | <p>Goal 1: To take part in number rhymes and songs. Demonstrate counting like behaviour. To build with a range of resources.</p> <p>Goal 2: To use numbers in play. Complete inset puzzles. Begin to recognise colours.</p> | | | | | |

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| | <p>Goal 3: To recite numbers to 3. Compare amounts saying “lots, more, same”. Compare size and weight using gesture and language.</p> | | | | | |
| | <p>Week 1</p> <p>Completing under the sea themed inset boards and simple jigsaws.</p> | <p>Week 2</p> <p>To learn and take part in number songs.</p> | <p>Week 3</p> <p>Playing colour bingo- Paying attention to colours and objects on cards.</p> | <p>Week 4</p> <p>Begin to use numbers in role-play home corner. E.g. amounts, timings etc.</p> | <p>Week 5</p> <p>Colour matching with the sorting animals. Identifying and comparing colours.</p> | <p>Week 6</p> <p>To complete basic number puzzles.</p> |
| <p>EAD</p> | <p>Curriculum Goals</p> <p>Goal 1: Start to make marks intentionally. Explore different materials using all of their senses to investigate them. To manipulate and play with different materials. To move and dance to music. Explore a range of sound makers and instruments.</p> <p>Goal 2: Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks and sometimes give meaning to the marks they make. To take part in action songs. Start to develop pretend play, pretending that one object represents another.</p> <p>Goal 3: To use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p> | | | | | |

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| | <p>Week 1</p>  <p>To make a handprint crab.</p> | <p>Week 2</p> <p>Children to engage in singing time, joining in with words as well as actions.</p> | <p>Week 3</p> <p>Begin to give some meaning to marks they have made using the whiteboards and pens.</p> | <p>Week 4</p> <p>Exploring sight, sound and texture in crackle water.</p> | <p>Week 5</p> <p>To begin singing nursery rhymes with props and puppets.</p> | <p>Week 6</p>  <p>To use a variety of materials to create a shark collage.</p> |
| <p>UTW</p> | <p>Curriculum Goals</p> <p>Goal 1: Explore materials with different properties. To name people that are important to them.</p> <p>Goal 2: Explore natural materials indoors and outside. Notice differences between people.</p> <p>Goal 3: Explore and respond to different natural phenomenon in their setting and on trips. Make connections between the features of their family and other families.</p> | | | <p>Key Skills</p> <p>First Term- Can the children point to the correct material if given two property options?</p> <p>Half way point- Can the children say what the weather is like?</p> <p>Last Term- Can the children show if they enjoy a new experience or not?</p> | | |
| | <p>Week 1</p> <p>Exploring concept of floating and sinking with boats.</p> | <p>Week 2</p> <p>To use knowledge of their home life to role-play.</p> | <p>Week 3</p> <p>Using different materials and resources to decorate a starfish picture.</p> | <p>Week 4</p>  <p>Making a Chinese New Year shakers.</p> | <p>Week 5</p>  <p>Using celery sticks to print rainbow fish scales with paint.</p> | <p>Week 6</p> <p>Key Person Time- Begin noticing simple differences between each other. E.g. colour hair.</p> |