


FS0 Elephants Medium Term Plan- Spring 2



Our curriculum encourages children to...	Love Reading		Be Respectful		Communicate Effectively
Spring Term 2: Ticket to Ride WOW Moment: Play Bus Visit	Books: Week 1 & 2- Choo Choo Clickety Clack & Roaring Rockets Week 3 & 4- Trains & School Bus Trip Week 5- Dazzling Diggers			Vocabulary: Transport, car, train, rocket, boat, bus, plane, digger, tractor, bike, road, sea, track, space, sky.	
Book of the Week:	Week 1 One Mole Digging a Hole	Week 2 Pass the Jam Jim	Week 3 Don't Put your Finger in the Jelly Nelly	Week 4 Stomp Chomp Dinosaur Roar	Week 5 Hairy Maclary from Donaldson's Dairy
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 what 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
	Key Person Time- To learn about different types of transport and how they travel.	Taking turns to play the bingo game.	Key Person Time- Naming stories we like to read. Can children remember what happens in the story?	Key Person Time- Naming favourite toys, food, colour etc.	Key Person Time- What does your Mummy do for you?
C&L	Curriculum Goals 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. 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. 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.			Check Points 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? 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? 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?	
	Week 1	Week 2	Week 3	Week 4	Week 5
	Learning how to role play in a supermarket.	To work together to identify different objects	Key Person Time- Naming stories we like to read. Can	Can children follow simple instructions when learning	Making Eid collages. Having simple

		by colour when playing bingo.	children remember what happens in the story?	how to put their coat on independently.	conversations about what happens at Eid.	
Physical	Curriculum Goals 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. 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. 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.			Check Points: 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? 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?		
	Week 1	Week 2	Week 3	Week 4	Week 5	
To build a car using the Lego Duplo bricks.	Pancake Day- Decorating and trying pancakes using different ingredients.	Developing small motor skills to thread string through bobbins.	Working on coat independence. How to put coats on by themselves. (Coat laid on floor, stand at hood, put arms in and flip over head)	To move in different ways throughout the week and when on the play bus. E.g. balancing on spinners, pushing through rollers, climbing small heights.		

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
	To give some meaning to the marks they make.	To use this week's story to influence play in small world tray.	Using pens attached to cars to make marks on paper.	Using stencils to make vehicle pictures. Teaching children how to draw within the stencil.	Using puppets to recap songs and actions.
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>				

	<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 transport themed inset boards/jigsaws.</p>	<p>Week 2</p> <p>Distinguishing between colours and object when playing the bingo game.</p>	<p>Week 3</p> <p>Using numbers in play in the role play supermarket- Counting items, using money etc.</p>	<p>Week 4</p>  <p>Recognising simple shapes when making a bus.</p>	<p>Week 5</p> <p>Recapping number songs using puppets.</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>				

	<p>Week 1</p> <p>Learning how to role play in a supermarket.</p>	<p>Week 2</p>  <p>Making rockets using a variety of resources.</p>	<p>Week 3</p>  <p>Using blocks to print a train.</p>	<p>Week 4</p> <p>To be able to build a simple complete train track for a train to travel along.</p>	<p>Week 5</p> <p>Making Mother's Day cards.</p>	
UTW	<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>Key Person Time- To learn about different types of transport and how they travel.</p>	<p>Week 2</p> <p>Exploring floating and sinking with boats.</p>	<p>Week 3</p> <p>Making pictures for Holi festival. Simple conversations of what happens at Holi.</p>	<p>Week 4</p> <p>Washing muddy cars in the water tray.</p>	<p>Week 5</p> <p>Key Person Time- To begin looking at the weather. Can children identify different weather types outside?</p>	