

Medium Term Planning - Spring Term Term 2024

<p>PSED</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>CLL</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>PD</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
<p>Supporting new Turtles</p> <p>Circle games</p> <p>Turn taking, sharing, working together</p> <p>What makes you happy? Sad? Cross? Excited?</p> <p>How did Mr Wolf feel at different parts of the story?</p> <p>How do you feel when you win? Lose?</p> <p>What does Mummy do for you?</p> <p>Who, what, where is special to you?</p>	<p>Listening games</p> <p>Making Role Play areas</p> <p>Sharing ideas during circle time and listening to others</p> <p>Working on describing words and rhyming words</p> <p>Hot seating characters</p> <p>Speaking and listening the rhymes.</p>	<p>Manipulating clay and dough</p> <p>Using tools—scissors, cooking utensils</p> <p>Reinforce pencil grip to form letters</p> <p>Throw and catch balls</p> <p>Leap into Life activities</p> <p>Make pancakes</p> <p>Use Chopsticks</p>

<p>L</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>M</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>UW</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them -from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>EAAD</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<p>Little Wandle games - Phase 1 Weekly News Retell Chinese New Year Story Easter Story Visit to library to change books Design and label own pancake Non -fiction books to find out about countries around the world.</p>	<p>Number rhymes and songs Working with numbers to 10 Numicon More/less Counting1:1 Ordering numbers Match number to quantity. Combine objects to add Introduce subtraction Ordinal numbers</p>	<p>Identify where winter fits into the seasons What does Winter look like Find out about the Arctic, Rainforests, Savannah - animals and habitats The Easter Story Visit to the local Library Identify where spring fits into the season Life cycles of chicks and frogs</p>	<p>Make lanterns, dragons Make Mother's Day cards Make Easter baskets, cards and daffodils Print pictures related to Chinese New Year.</p>

Key Texts/stories first half of term. The Chinese New Year Story One Snowy Day Let's go home Little Bear Footprints in the snow Rainforests National Geographic				Key Texts/stories second half of term. The Chinese New Year story We all went on a Safari Safari animals of the African Serengeti The Easter Story			
First half (Vocab)	Winter Season Map	Arctic Frozen Melting Arctic Fox Arctic Hare Husky	Arctic Frozen Melting Arctic Fox Arctic Hare Husky	Rainforest Canopy Ground Tropical Toucan Vines	Rainforest Canopy Ground Tropical Toucan Vines	Chinese New Year God Dumpling Year Restaurant Lantern	
Second half (Vocab)	Chinese New Year God Dumpling Year Restaurant Lantern	Africa Savannah Barren Same Different Similar	Africa Savannah Barren Same Different Similar	Special Special Person Place Belonging	Spring Life cycle Season Daffodil Bulb	Easter Cross Temple	