

Medium Term Planning Spring Term 2017

The children have shown us that they are interested in:



Creating with Playdough



Exploring numbers



Mark - making outdoors



Building sandcastles

Using this knowledge and the next steps for each child, we will be working towards:

| Area of learning | Learning intentions | In this way |
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| Personal, Social and Emotional Development | To be able to settle with ease. To be able to play together co-operatively. | Key person to work in partnership with parents and carers to support children at separation. Sharing ideas and listening to each other when choosing what to play. Talking about 'how to have a happy day at Pre - school' |

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| <p>Communication and Language</p> | <p>To be able to follow simple rules and boundaries.</p> <p>To take it in turns to speak and listen.</p> <p>To understand and follow instructions.</p> | <p>Establishing clear rules and boundaries with the children. Supporting all to join in with routines such as snack and meal times and at 'tidy up' time.</p> <p>Sharing news at group time and snack and meal times. Supporting children to share their ideas in play.</p> <p>Giving simple instructions (youngest children) and two part instructions (older children).</p> |
| <p>Physical Development</p> | <p>To develop co-ordination and control.</p> <p>To be able to dress independently.</p> | <p>Large scale mark-making outside with brushes and rollers. Introducing 'Dough Gym'. Using tools effectively.</p> <p>Getting ready to go into the garden - putting on boots, shoes and coats. Changing into slippers independently.</p> |

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| <p>Literacy</p> | <p>To develop an awareness of how stories are structured.</p> <p>To continue to incorporate mark - making into our play.</p> | <p>Making up our own stories during role play and small world play with adult support. Talking about the beginning, middle and end of stories.</p> <p>Introducing interesting mark-making resources in both the indoor and outdoor environment.</p> |
| <p>Mathematics</p> | <p>Using number names in play. Recognising written numerals.</p> <p>To use the language of size and explore quantities.</p> | <p>Learning number songs and rhymes (younger children). Matching written numbers to quantities when counting.</p> <p>Weighing and measuring during cooking. Exploring 'full' and 'empty'/'heavy' and 'light 'in the water tray and sandpit.</p> |
| <p>Understanding the World</p> | <p>To develop positive relationships with community members.</p> <p>To continue to use a range of technology.</p> | <p>Visiting residents of Coombe House. Meeting adults who help us (such as our local PCSO).</p> <p>Using cameras, calculators and tablets. Programming the Beebot.</p> |
| <p>Expressive Arts and Design</p> | <p>To represent objects using a range of media.</p> <p>To develop imagination in play and exploration.</p> | <p>Drawing, painting and taking photos of everyday objects.</p> <p>Adults to support children in their play and provide resources to reflect the children's interests.</p> |