

Personal, Social and Emotional Development

As we enter the end of the Spring term, children have made secure friendships in class. They have learnt to adapt to different situations and are becoming familiar with regular routines.

- Children begin to form special friendships in class
- Begin to show affection and concern for others
- Welcome and value praise for what they have done (30-50m)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Can express own feelings such as: happy, sad, cross, surprised
- Growing ability to distract oneself when upset, e.g. playing with a new toy.

Medium Term Planning

Class: Darwin **Term:** Spring

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Date: 22.02.21

Communication and Language

This half term we will be based on lots of familiar stories. Children will become familiar with stories and begin to join in and retell them. They will develop their early comprehension skills by answering simple questions about stories.

- Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50m)
- Responds to simple instructions, e.g. to get or put away an object. (30-50m)
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.

Topic: "Traditional tales"

Physical Development

Daily activities will continue to help strengthen our fine motor skills. We will learn how to hold our pencils with a tripod grip. We will also have plenty of gross motor opportunities in the garden using the balancing equipment and other planned activities.

- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50m)

This half term the children in Darwin Class will go on a magical adventure exploring some familiar traditional tales. We will build houses like Three Little Pigs, make porridge like the Three Bears, grow our own Beanstalks, make our own bridges for the Billy Goats to cross and learn some actions from the story of 'The Gingerbread Man!

Maths

Our Maths learning will link with the story each week. Including size ordering porridge bowls, making shape 'houses' and counting gingerbread buttons.

- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.
- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.

Understanding the World

Whilst discussing the characters in the story we will talk about our own family and friends and where we live. We will observe what happens when we grow some 'beanstalks.'

- Has a sense of own immediate family and relations
- Enjoys playing with small-world models such as a farm, a garage, or a train track
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Expressive Arts and Design

Children will have lots of creative opportunities to make different creations based on the story of the week. The themed role play areas will spark children's imagination.

- Experiments with blocks, colours and marks
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending. Uses available resources to create props to support role-play.

Literacy

This term will focus heavily on stories giving children the opportunity to develop their imaginations. Activities will include drawing figures from the stories and sequencing stories in a simple way.

- Repeats words or phrases from familiar stories.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Sometimes gives meaning to marks as they draw and paint