

F2 MEDIUM TERM PLAN SPRING 2 2022

Theme: Growing			
Spring 2			
Themes	<p style="color: red;">Spring time on the farm</p> <p><i>Focus Book: Farmer Duck Martin Waddell</i></p>	<p style="color: red;">What grows in spring?</p> <p><i>Focus Book: Titch</i></p>	<p style="color: red;">What tastes better?</p> <p><i>Focus Books:</i> <i>The Little Red Hen</i> <i>The Giant Jam Sandwich Janet Burroway</i> <i>and John Vernon Lord</i></p>
Prime Areas			
CL	<ul style="list-style-type: none"> ● Retell the story, once they have developed a deep familiarity with the text, some exact repetition and some in their own words ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> ● Use new vocabulary throughout the day ● Ask questions to find out more and to check they understand what has been said to them 	<ul style="list-style-type: none"> ● Understand how to listen and why listening is important ● Connect one idea or action to another using a range of connectives
PSED	<ul style="list-style-type: none"> ● Show resilience and perseverance in the face of challenge. ● Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> ● Manage their own needs (personal hygiene) ● Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sleep routine) 	<ul style="list-style-type: none"> ● Think about the perspectives of others ● See themselves as a valuable individual
PD	<ul style="list-style-type: none"> ● Develop overall body strength, balance, coordination and agility ● Develop small motor skills so that they can use a range of tools competently, safely and confidently 	<ul style="list-style-type: none"> ● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming ● Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor 	<ul style="list-style-type: none"> ● Develop their small motor skills so that they can use a range of tools completely, safely and confidently (knives, forks and spoons) ● Progress towards a more fluence style of moving, developing control and grace

Specific Areas			
L	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds and writing the sounds with letter/s Write short sentences with words with known sound letter correspondences using a capital letter and full stops 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Read simple phrases and sentences made up of known letter-sound correspondence and, where necessary, a few exception words
M	<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers Compare numbers Counting beyond 10 	<ul style="list-style-type: none"> Explore composition of numbers to 10 Subitise Compare length 	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-5 and some to 10. Compare weight
UW	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> Understand that some places are special to members of their community Name a describe people who are familiar to them 	<ul style="list-style-type: none"> Draw information from a simple map Compare and contrast characters from stories, including figures from the past
EAD	<ul style="list-style-type: none"> Develop storylines in their pretend play Watch and talk about dance and performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills Develop storylines in their pretend play
Characteristics of Effective Learning			
	Playing and Exploring	Active Learning	Creating and Thinking Critically

<p>All Characteristics should be observed throughout the year, but focus on these within Spring 2</p>	<ul style="list-style-type: none"> • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> • Keep on trying when things are difficult. • Begin to correct their mistakes themselves 	<ul style="list-style-type: none"> • Review their progress as they try to achieve a goal. Check how well they are doing. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
Ideas			
	<p>Spring time on the farm Focus Book: <i>Farmer Duck</i> Martin Waddell</p>	<p>What grows in spring? Focus Book: <i>Titch</i></p>	<p>What tastes better? Focus Books: <i>The Little Red Hen</i> <i>The Giant Jam Sandwich</i> Janet Burroway and John Vernon Lord</p>
	<p>L – TFW retell the story L – label a farm scene. LA – initial sound, MA - words HA – sentences CL – farm small world L - What can you see on the farm Sensory trays – ducks in water – number M – count the farm animals PSED – circle time, pass the small world animal, what do you like about the story EAD- role play farm house PSED – I went to the farm and I saw... EAD- dress up PD – animal movements M – egg number matching M – lost eggs counting game M – 2D shape animals M – weigh animals</p>	<p>L – sentences about themselves e.g. I am... I like... UW – Grow cress PD – playdoh mats M- measure cubes height of things</p>	<p>L – read sentences to order making a sandwich. LA order pictures and verbally tell EAD – make a jam sandwich</p>

	UW – what do animal produce? Food/babies UW/T – draw a farm map on IWD UW – caterpillar to butterfly EAD – instruments for animal sounds EAD – farm house construction Sensory – sand farm story stones		
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Supporting texts additional to the Focus Book