



Medium Term Planning
Based on Development Matters

Summer Term 2019

Staff: Jennifer, Beth, Craig, Ambia

Main Focus – PD -Developing fine motor skills, Literacy – Phonics Aspect 2, correct pencil grip, forming letters of their names. PSED – Is more outgoing towards unfamiliar people and more confident in new social situations, Can usually adapt behaviour to different events, social situations and changes in routine. Communication and language –Uses intonation, rhythm and phrasing to make meaning clear to others Uses language to imagine and recreate roles and experiences in play situation. UTW –.Noticing growth and change. Maths –Mathematical mark-making. EAD – Colours and colour mixing. Exploring rhythm.

Themes – Growth and change. How does that building stay up? People who help us.

<u>PRIME AREAS</u>		
<p><u>PSED</u></p> <p>Can play in a group, extending and elaborating play ideas.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Can usually tolerate delay when needs are not immediately met and understands that wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><u>Communication and Language</u></p> <p>Joins in repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to understand “why” and “how” questions.</p> <p>Questions why things happen and gives explanations</p> <p>Uses intonation, rhythm and phrasing to make meaning clear to others.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p><u>Physical Development</u></p> <p>Uses one – handed tools and equipment.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely</p> <p>Usually dry and clean during the day.</p>



<p>Aware of the boundaries set, and the behavioural expectations in the setting.</p>		
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<u>Prime Areas Suggested Activities/ Learning Experiences</u>		
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<u>PSED</u>	<u>Communication and language</u>	<u>Physical Development.</u>
<p>Provide engaging and interesting role play areas</p> <p>Kindness tree.</p> <p>Help children to work towards independent conflict resolution through modelling and explaining situations and labelling emotions.</p> <p>Plan support for children not making relationships with peers.</p> <p>Continue with library trips to expose children to different adults and environments.</p> <p>Books focussing on friendship and differences in people/ culture/ lifestyles.</p> <p>Model positive relationships with staff</p>	<p>Continue to introduce new songs linked to children’s interests and class themes.</p> <p>Songs about growth and change.</p> <p>Storytime phonics books.</p> <p>Discussions in small groups about books and stories related to planned topics.</p> <p>Listening games- Simons Says, pass the clap, Apple pie, Pass the sound maker.</p> <p>Whole class concept cat</p> <p>Talk about how we have changed, what we have learned, how to look after living things, what plants need to grow. How living things change over time.</p> <p>The life cycle of a chick. The life cycle of a butterfly.</p> <p>Comparing and talking about the different buildings they live in.</p>	<p>Weekly planned P.E. sessions based on targets and linked to topic/ theme</p> <p>Targeted fine motor finger gym activities</p> <p>Developing hand eye co-ordination using one handed tools – Making beanstalk for class room. constructing different buildings.</p> <p>Drawing portraits to see development in pencil control.</p>



<u>SPECIFIC AREAS</u>		
<p><u>Literacy</u></p> <p>Shows awareness of rhyme and alliteration (targeted children).</p> <p>Beginning to be aware of the way stories are structured and suggest how a story may end.</p> <p>Recognises rhythm in spoken word.</p> <p>Knows that print carries meaning.</p> <p>Suggests how a story might end.</p> <p>Describes main story settings, events and principal characters.</p> <p>Storytime phonics.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p><u>Mathematics</u></p> <p>Shows an interest in representing numerals and beginning to represent with fingers or marks on paper.</p> <p>Compares two groups of objects.</p> <p>Can continue more challenging patterns</p> <p>Shows curiosity about numbers by offering comments and asking questions.</p> <p>Shows an interest in numerals in the environment.</p> <p>Separates a group of three or four objects in different ways beginning to recognise that the total is still the same.</p> <p>Identifying one more, one less.</p>	<p><u>Expressive Arts and Design</u></p> <p>Learning dance routines, baby shark, chu chu waa,</p> <p>Taps out repeated rhythms.</p> <p>Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Realises that tools can be used for a purpose.</p> <p>Uses movement to express feelings.</p> <p>Makes up simple songs.</p> <p>Captures experiences and responses with a range of media such as music, dance, paint etc</p> <p>Makes up rhythms.</p>
<u>Understanding the World</u>	<u>Trips/ experiences</u>	<u>Books/Poems</u>



<p>Shows care and concern for living things. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Shows an interest in different occupations and ways of life.</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>Artizan library. Tower hamlets Soames centre Building walk.</p>	<p>The hungry caterpillar, Jim and the Beanstalk, Jack and the beanstalk (different variations) Tadpoles promise. Storytime phonics books. The Three Little Pigs, Three Little Wolves And The Big Pig, The Three Little Pigs: An Architectural Tale Little Houses: A Counting Book, House in the woods.</p>
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Specific Areas Suggested Activities/ Learning Experiences

<u>Literacy</u>	<u>Mathematics</u>	<u>Expressive Arts and Design</u>	<u>Understanding the World</u>
<p><u>Core Books-</u> The hungry Caterpillar, Jack and the Beanstalk</p> <p>Story time phonics books and suggested activities.</p> <p>Support children to develop correct pencil grip using superhero glove.</p> <p>Portrait drawing and forming the letters of their names.</p> <p>Rhyming games – what rhymes with animal names? E.g cat & mat.</p> <p>Continue with scribing childrens' own stories and re-enacting them.</p>	<p><u>Counting songs –</u> Zoom Zoom, 12345 Once I caught a fish alive, five little monkeys, 5 fat sausages, five little speckled frogs, five current buns, head, shoulders..., 5 little men in a flying saucer, 5 monkeys swinging in a tree. Using number props for songs.</p> <p>Making pizza and dividing it amongst the children</p> <p>Weekly maths carpet activities based on themes and texts.</p> <p>Establish weekly planned maths focus carpet times with clear targets. Establish, "Number Cruncher" puppet.</p>	<p>Introduce new songs and poems related to topics. Give children the chance to choose which songs to sing.</p> <p>Continue to model and support role play inside and out.</p> <p>Learning dance routines, baby shark, chu chu waa,</p> <p>Develop role play areas and themed small world area to encourage role play – police station, fire station, doctor's surgery.</p> <p>Dancing sessions to explore different music and different ways of moving.</p>	<p>Using beebots, remote control cars and telephones.</p> <p>Growing sunflowers, potatoes, beans and cress.</p> <p>Talking about how to look after plants.</p> <p>Watching chicks hatch from eggs and talking about life cycles.</p> <p>Turning caterpillars into butterflies.</p> <p>Looking and comparing photographs of the children as</p>



<p>Encourage children to talk about the marks they make – encourage them to draw object and things that interest them.</p>	<p>Continuing abc, abc, patterns and challenging able children with more complex patterns.</p> <p>Activities to match quantities to number (target group of children)</p> <p>One more, one less activity with hen laying eggs.</p> <p>Encourage mathematical mark-making – number formation and numeral recognition.</p> <p>Drawing their constructions.</p> <p>Number hunt and number walk.</p> <p>Number problems involving sharing.</p> <p>Counting jumps, actions, claps, beats.</p>	<p>Drawing self –portraits using mirrors.</p> <p>Colour mixing.</p> <p>Making a beanstalk for class.</p> <p>Rhythm sticks activities.</p> <p>Woodwork sessions.</p> <p>Clapping out names.</p>	<p>babies, starting Investigators and now.</p> <p>Arranging a visit from police/ fire.</p> <p>Inviting parents to talk about occupations.</p> <p>Comparing photographs of the children and talk about differences.</p>
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