

Medium Term Plan

Spring 2 2018

The Three Little Pigs/Easter

Area		higher		middle		lower	
<p>Reading <i>Phonics</i> <i>Comprehension</i></p> <p>Communication & Language</p>	<p>Where are they?</p>	<p>Beginning to recognise that stories have a beginning, middle and an end. Can identify a full stop in print. Are continuing to take home readers (at appropriate level). Are learning phase 3 diagraph sounds. Are learning phase 3 words. Can identify and name a full stop, capital letter, finger spaces. Are continuing to read a sentence. Can retell a story in their own words. Can read phase 2 caption's. Can read cvc words.</p>	<p>40-60D</p>	<p>Beginning to recognise that stories have a beginning, middle and an end. Are continuing to take home readers (at appropriate level). Are learning phase 3 diagraph sounds. Are learning phase 3 words. Becoming more confident at reading Phase 2 captions Can retell a story in their own words. Can read phase 2 caption's. Consolidating reading cvc words.</p>	<p>30-50D/S</p>	<p>Are trying to develop listening skills. Can retell a story in very simple terms. Able to name the characters in a story. Most can hear the initial sound in a word. Are beginning to blend and segment the sounds in a CVC word (blend and segment) Have learnt phase 3 diagraph sounds. Have learnt phase 3 words</p>	<p>22-36 /S 30/50 E</p>

	Where do the need to be?	To recognise that stories have a beginning, middle and an end. To continue to take home readers (at appropriate level). To consolidate recognition of phase 3 diagraph sounds. To continue to read words with phase 3 diagraph sounds in them. To consolidate recognition of phase 3 words. To read a phase 3 sentence. To retell a story in their own words. To begin to name and sound the letters of the alphabet.	40-60D/S	To recognise that stories have a beginning, middle and an end. To continue to take home readers (at appropriate level). To consolidate recognition of phase 3 diagraph sounds. To consolidate recognition of phase 3 words. To continue to identify and name a full stop, capital letter, finger spaces. To continue to read phase 2 and phase 3 sentences/captions. To retell a story in their own words. To read words with phase 3 diagraph sounds in them.	To consolidate segmenting the sounds in simple words. To consolidate blend CVC sounds together. To know which letters represent the sounds in CVC words. To continue to learn phase 3 diagraph sounds. To continue to recognise all phase 2 high frequency words. To recognise that stories have a beginning, middle and an end. To identify a full stop and finger spaces. To continue to take home readers (at appropriate level). To retell a story. To consolidate reading a phase 2 caption.	30/50S 40-60E/D	To continue to develop listening skills. To continue to retell a story in simple terms. To consolidate hearing the initial sound in a word. To consolidate blending and segmenting the sounds in a CVC word (blend and segment) To continue to learn phase 3 diagraph sounds. To continue to learn Phase 3 words To continue to recognise phase 2 action words. To read Phase 2 tricky words	30-50E/D
Writing <i>Phonics</i> <i>Composition</i> <i>Handwriting</i>	Where are they?	Are begin to write words with diagraph sounds. Are writing a simple sentence independently using finger spaces and a full stop. Able to write cvc words. Can write all phase 2 words independently. Can correctly write phase 2 tricky words. Are continuing to work on the formation of letters. Can orally create a caption/sentence then recall it and begin to write it.	40-60D	Are beginning to write words with diagraph sounds. Have consolidated writing cvc words. Are beginning to write all phase 2 words independently. Can write most phase 2 tricky words. Are continue to work on the formation of letters. Are beginning to write phase 2 captions using finger spaces.	Are beginning to write cvc words independently. Are beginning to understand the need to use finger spaces. Are working on the correct formation of letters. Can write Christian name. Beginning to orally create a caption/sentence that can be scribed by an adult then copied	30-50D/S 40-60E	Can write their Christian name independently. Are beginning to form letters. Are beginning to write initial letter sounds in words.	22-36S 30-50E
Communication & Language								
Physical								

	Where do the need to be?	To consolidate writing words with phase 3 diagraph sounds. To write a longer, more complex piece of writing. To independently using finger spaces, full stops and capital letter. To correctly write phase 3 tricky words. To continue to consolidate the formation of letters. To continue to create a caption/sentence then recall it and then write it. To write Phase 3 dictated sentences	40-60D 40-60S	To write words with diagraph sounds. To write all phase 2 words and begin to write phase 3 words independently. To consolidate writing phase 2 tricky words. To continue to consolidate the formation of letters. To continue to write phase 2/3 captions using finger spaces. To orally create a caption/sentence then recall it and begin to write it.	To consolidate writing cvc words independently. To continue to write a simple caption. To use finger spaces in their writing. To continue to consolidate the formation of letters. To orally create a caption/sentence and write it. To write some simple phase 2 action words. To write phase 2 tricky words	30/50S - 40/60D	To practise letter formation. To write the CVC sounds in words. To orally create a caption/sentence and begin to write it. To write some all phase 2 vc words then other phase 2 words.	30-50D
Numbers <i>Recognising</i> <i>Ordering</i> <i>Counting</i> <i>Calculating</i>	Where are they?	Can beginning to say the numbers that come before a given number within 1-20. Have consolidated counting an irregular arrangement of up to 20 objects. Can count on using a numberline. Are able to record using marks they can interpret and explain. Are using the vocabulary involved in adding and subtracting. Are able to subtract. Can use and apply the symbols + - and = Can match a numeral and amount up to 20.	40-60D Phase 4/5	Can recognise numerals up to 15 and beyond. Can match a numeral and amount up to 25. Can order numerals up to 15. Can count out groups of objects greater than ten from a larger amount. Are able to use and apply to symbols + and = Can estimate how many objects and check by counting.	Can rote count accurately to 20. Are beginning to recognise numerals up to and including 15. Can match a numeral and quantity to fifteen. Can count out groups of up to fifteen from a larger amount. Can partition and recombine small groups up to 9 Can count an irregular arrangement of up to 10 objects. Are beginning to estimate	30/50S 40/60E Phase 3/4	Can rote count to fifteen and beyond. Can count back from ten. Can recognise numerals from 1 to 10 Can count 10 objects and beyond by touching each object and saying one number name for each object (and beyond) Can make an amount up to 10 when given a number orally. Can match numeral and amount up to ten. Can order numerals from 1-10.	30-50 D/E Phase 2
Communication & Language								

	Where do the need to be?	To consolidate saying the number that is one more and one less to 20 To continue to record using marks they can interpret and explain. To continue to use the vocabulary involved in adding and subtracting. To subtract by counting back using a number line. To continue to use and apply the symbols + - and = To add by counting on. To begin to be able to double.	40/60 S ELG	To partition and recombine small groups of objects up to 9 To consistently recognise numerals up to 20. To continue to count backwards from a given amount. To order numerals up to twenty when numbers are missing. To use and apply to symbols + and = To count on from a given amount using a numberline.	To consolidate recognition of numerals up to 15 and beyond. To be able to rote count forwards and backwards from a given amount (up to ten). To order to 10 from any given number (practically). To begin to record using marks they can interpret and explain. To estimate how many objects and check by counting To sequence numbers up to 15 To order to 10 from any given number (practically)	40/60E/D P/S	To partition and recombine small groups of objects up to 5 (then 9). To begin to recognise numerals to 15 (and beyond) To rote count to 20. To begin to count forwards from a given number up to ten (then beyond).	30-50 D 40/60 E
Vocabulary		Number names, how many?, more, less, guess how many?, estimate, one more, one less, order, sequence, add, total, total amount, before, after, count, numeral, number line, more, less, altogether, counting on, counting back, double, doubling, half.		Number names, how many?, more, less, guess how many?, one more, one less, order, sequence, total, total amount, before, after, count, numeral, number line, more, less, altogether, add, adding, addition, equals, the same as, + =	Number names, how many?, more, less, one more, one less, order, sequence, total, total amount, before, after, count, numeral, number line, more, less, altogether, add, adding, addition, equals, the same as, + = partition, recombine		Number names, how many?, lots, sequence, total, total amount, count, numeral, number line, altogether, more, less, the same, forwards, backwards.	
SSM <i>Measures</i> <i>Shape & space</i> <i>Position</i> Communication & Language	Where are they?	Can talk about the properties of simple 2D shapes. Can recognise and name some 3D shapes and talk about properties. Are able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under)	40/60D	Can name and talk about the properties of simple 2D shapes. Can recognise and name some 3D shapes and talk about properties. Are be able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under)	To continue to name and talk about the properties of simple 2D shapes. To continue to recognise and name some 3D shapes and talk about properties. Are able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under) Can use shapes to create a pattern or picture.	30-50S 40-60E	To continue to name some 2D/3D shapes. Can sort 2D & 3D shapes. Can use shapes to create a pattern or picture. Can show an awareness of shapes in the environment by beginning to talk about what they see. Are beginning to use and understand some positional language.	30-50E

	Where do the need to be?	To use colours and shapes to create a pattern or picture. To make a repeating pattern using colours, shapes etc. To order 5 items by height. To use and understand the language of height and length.	40/60D/S	To use colours and shapes to create a pattern or picture. To make a repeating pattern using colours, shapes etc. To order 5 items by height. To use and understand the language of height and length.	To use colours and shapes to create a pattern or picture. To make a repeating pattern using colours, shapes etc. To order 3 items by height. To use and understand the language of height and length.	40-60E/D	To use colours and shapes to create a pattern or picture. To make a repeating pattern using colours, shapes etc. To order 3 items by height. To use and understand the language of height and length.	30-50D/S 40-60E
Understanding the world Communication & Language		People & Communities		The World			Technology	
	Where are they?	Can talk about their experiences (personal, Christmas, Pancake Day, Chinese New Year) adding detail and extending vocabulary. Sometimes use past, present and future tenses accurately when talking about events.	Range from 40-60E to S	Can explore what happens when different colours are mixed. Can talk about what they have observed such as freezing and melting.		Range 40-60E to 22-26S	Can confidently use a range of technology.	40-60D 30-50S
	Where do the need to be?	To talk about their experiences (personal, Mothers Day customs, Easter customs) adding detail and extending vocabulary. To use past, present and future tenses more accurately when talking about events. To talk about similarities and differences between themselves and others. To talk about their families and family events To share their news	40-60D 22-36S	To explore what happens when different colours are mixed. Can talk about what they have observed happening and what they are doing. Can talk about and record the lifecycle of a chicken. Can name parts of a daffodil. Can make observations of growth. (planting and growing experiences) Can talk about birds and their needs. To talk about where they live To learn their address		40-60D 30-50E	Beebots – simple algorithms. Using beebot program on the ipad.	40-60D 40-60S

Expressive arts & design Communication & Language	Where are they?		Can mix their own colours independently in the painting station confidently using powder paints (primary colours) Can choose particular colours to use for a purpose. Are confidently able to design and construct using a range of resources and materials. Aredevelop their imagination by using available resources and creating their own props to support role play (Superhero related/Three Billy Goats Gruff, Three Bears). Can introduce a storyline or narrative into their play. Can name different musical instruments (drum, tambourine, triangle, maracas, guiro, lollipop drum, indian bells, tambour, castanets). Can explore the different sounds of instruments and sort into sets according to how they are played.	30-50S/40-60E
	Where do the need to be?		To experiment with different ways of printing (shapes, fruit/vegetables). Make a 3D model using a variety of materials and techniques. To make a house Continue to explore the sounds that instruments make. Investigate clay (over the half term). Make individual birds nests. Observation drawings of a daffodil/home/family. To learn songs from Spring CD	40-60D/S
PSE	Where are they?		Managing routines and boundaries independently.Children generally becoming more confident as speakers and will speak in front of others. Children enjoying using the Peaceful Place and beginning to talk about a range of feelings.	40-60D To 30-50E
	Where do they need to be?		To show sensitivity to others needs and feelings. Circle times where we talk about different feelings and strategies for dealing with our feelings. Introduce mindful strategies such as simple meditation, breathing techniques, Buddha candle & yoga pretzels, Spread the Happiness. Continue to use diamond power to develop confidence in themselves and their abilities. Caring for birds in the garden.	40-60S
Physical	Where are they?		Children continue to be good at removing and putting back on socks and shoes. Children generally very good at fastening their coats.	40-60D To 30-50D
	Where do the need to be?		To have an increasing control over an object by pushing, patting, throwing, catching and kicking. To play racing and chasing games, adjusting speed and changing direction to avoid obstacles (wolf & pig game – What time is it Mr Wolf) Healthy lifestyles. Looking after ourselves and taking care of ourselves.	40-60D/S