

Communication and Language

Listening, Attention and Understanding

I can listen attentively in a range of situations.

I can maintain attention for around 20 minutes during an adult-led carpet session.
I can listen in a group and talk about what I have heard.

I am beginning to understand a simple joke.
I can understand meaning of new vocabulary given.

Speaking

I can ask and answer questions.
I can use past, present and future tenses.
I can use words first & next when retelling a story.
I can make up narratives when role playing.
I can describe events in some detail.
I can try to use new vocabulary in play using vocabulary to link things.

Key vocabulary

world, travel, countries, continents, culture, different, designing, hear, see, smell, touch, feel, author, illustrator, predict, minibeast, insect, life cycle, habitat, Spring, Savannah, shadows, sunlight, air, temperature, water, time, animal names

Spring 2- Medium Term Plan

Animals and their habitats
(minibeasts, insects, habitats)



Physical Development

Gross Motor

I can confidently travel round, under, over and through balancing and climbing equipment.

I can skip and hop.

I can grasp and release with two hands (throw and catch a ball).

I have fluency in movement when moving around a space.

I can play outside team games such as football, hockey and basketball.

Fine Motor

I can form recognisable letters independently.

I can manage own buttons and zip when dressing/undressing.

I can use a variety of tools with some accuracy.

I can throw and catch smaller balls (aiming).

I can write my name.

Personal, Social and Emotional

Self- Regulation

I can link events (stories & real life) with feelings & discussing.

I can wait with increased patience.

Managing Self

I can dress and undress independently.

I can understand and discussing consequences of behaviour.

I can be resilience and persevere when something is challenging.

I can work on short activities independently.

I can understand of belong to a community and that people belong to different communities.

Building Relationships

I can hold back and forth conversations.

I can listen to ideas of peers and responding.

I can show empathy in simple ways.

I can show understanding of someone else's perspective in discussion.

I can take turns without support.

Literacy

Comprehension

Sharing high-quality stories and poems, focusing on high-quality language with children through daily-story time and core text.

I can sequence a familiar story using images and objects.

I can re-tell a story to another person using the book or images.

I can make simple predictions.

I can use the language from a story within role play and discussions

Phonics Word Reading

I can match all phase 2 and some phase 3 sounds to their graphemes.

I can blend VC/CVC words.

I can read common exception words from Phase 2/3.

I am beginning to read simple sentences and phrases matched to phonic knowledge.

Writing

I can form recognisable letters (linking to sounds learnt so far).

I can form all letters of the alphabet correctly.

I can link all phase 2 phoneme to grapheme.

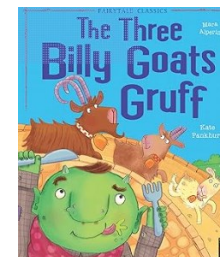
I can segment sounds.

I can write CVC words that can be read by others.

I can attempt to write simple captions/sentences.

Traditional/ alternative story

The Three Billy Goats Gruff



Rhymes & Poems

There's a worm at the bottom of my garden

5 Cheeky monkeys jumping on the bed

Busy day

High quality texts

(optional)

Nabil steals a penguin

Super worm

Yucky Worms

Mad about Minibeasts

Non-fiction books

We're Going on a leaf Hunt

The Very Hungry Caterpillar

Mad about Minibeasts

Oi Frog

What the ladybird heard

Wilderness

Lulu gets a cat

Our very own dog

One day in our Blue Planet in the Antarctic

Do you love bugs?

Non-fiction books about different animals

Mathematics

Number

I can count back from 10.

I can match the correct numeral to a group of objects from 1 - 5 and am beginning to extend that to 1 - 10.

I can begin to estimate and count to check.

I can subitise to 5.

I can say one more or one less when you give me a group of up to 10 things.

I can mentally recall number bonds to 7.

Numerical Patterns/ Shape, space and measure

I know which group has got more or fewer things use vocabulary such as 'more' 'add' 'less' 'take away' equals.

I can measure use the language of measurement to order and compare for example tall, taller, tallest.

I can talk about the routine of the day, days of the week, months of the year and beginning to understand the concept of time.

I can explore and add to patterns that have two or three repeating items for example stick, leaf, stick, leaf or stick, leaf, stone, stick, leaf, stone.

I can recognise and name typical shapes. distinguish between 2D and 3D shapes.

I can begin to identify properties such as sides. I can find shapes hidden in other shapes e.g., 2 triangles in a square.

Understanding of the World

UW The Natural World (Science and Geography)

I can name and describe animals that live in different habitats.

I can describe different habitats.

I can notice and begin to explore shadows.

I can experiment with making different shadows.

I can observe forces in action - for example, wind, rolling tyres, develop understanding of force through play.

I can share ideas around surfaces, changing forces.

I can plant flowers and plants.

I know what plants need to grow.

UW Past and Present (History)

Observe and discuss growth and changes over time - Link to the life cycle of plants/ caterpillars.

UW People, Culture and Communities (Geography and RE)

I can discuss family's country/countries and culture.

I can talk about members of their family in relation to culture.

I can learn about different places of worship familiar to them - Church, Mosque, Synagogue.

I can recognise that others have different cultures or beliefs.

Technology (Computing)

I can keep safe online.

I can complete a simple programme interact with age-appropriate software. I can create a picture on a screen or take photos or videos using a tablet.

I know information can be retrieved from digital devices and the internet.

Expressive Arts and Design

EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)

I can choose resources I need to make something.
I can adapt ideas if something doesn't work.
I can refine ideas and improve designs.
I can use a variety of tools and materials to fix or join things.
I can safely choose and using the correct tools for a purpose.
I can experiment with different materials to achieve a planned effect

Cooking (D&T) (Science)

Changing Materials - cooking
Ginger biscuits
Toast
Banana muffins
Pancakes

EAD Creating with Materials/ Being Imaginative and Expressive (Music)

I can use imagination to make comments about music for example 'this music sounds like an elephant stomping'. I can sing a variety of songs in a group or alone use my voice in different ways (high/low, loud/quiet, fast/slow).
I can recognise different beats use actions to accompany a song name some musical instruments.

Seasons, Celebrations and other religions events

Easter
Mother's Day
St Patricks Day
Ramadan
Shrove Tuesday (Pancake Day)
World Book Day

Assessment opportunities

Pupil progress meetings
EYFS team meetings
End of term Assessments
Phonics assessments
On-going assessments

Parental involvement

Maths workshop
Early Learning Goals (GLD) workshop