



Richard Bonington Primary and Nursery School
 FS1 Medium Term Planning
 Spring 1 2023

N2's - cohort starting in Reception in Sept 2024

N1's - cohort starting in Reception Sept 2025

Enquiry Question

What Makes a Superhero?

Talk for Writing Focus

Dear Zoo - Imitation

Vocabulary

Hero, doctor, firefighter, brave, emergency, nurse, costume

Week 1

Week 2

Week 3

Week 4

Week 5

Communication and Language

EYFS progression (N2's)

- I can respond to 'what' and 'where' questions.
- I can listen to a story and remember what has happened.
- I can talk about stories and rhymes I like.
- I can consistently use longer sentences with 4-6 words.
- I can retell a past event in the right order.
- I can use specific vocabulary when talking about my interests.
- I can link simple sentences and stay on topic. (I fell down. I hurt my finger.)

EYFS progression (N1's)

- I can concentrate for 3 minutes on an activity and at story time.
- I can follow a simple instruction with 3 key words.
- I can respond to my name.
- I can use pronouns (me, him, she etc), plurals and prepositions. (in, on, under)
- I can start to put sentences together with 4 words.
- I can be understood by others.

Communication and Language

1. Listening, attention, understanding
2. Speaking

Listening: Concentrate and show listening in small group sessions.
 Understanding: Take part in discussions about stories.
 Speaking: Join in with familiar songs, rhymes and stories.

	Rules and routines for listening on the carpet. Learning music cues for classroom routines.	Listening: Responding to music cues (Hello song, Tidy up music). Understanding: Listen to adults. Speaking: Respond to name in register, communicate needs			
Maths - Master the Curriculum 1. Number 3 2. Number 4 3. Number 5	Number 3 • Subitising	Number 3 • 3 Little pigs • 1:1 counting • Numerals/Triangles	Number 4 • 1:1 counting • Numerals • Squares/rectangles	Number 4 • Composition of 4	Number 5 • 1:1 counting • Numerals • Pentagon
	Counting 1-5 1-10 (Dominoes)	Counting 1-10 Numicon 1-10 (Ladybird game)	Numicon 1-10 (Numicon cityscape)	Counting 1-12 (Animals in the Chinese New Year Story)	Counting 1-12 (
Understanding the World EYFS Progression	Past and Present • I am beginning to use the past tense correctly.		People, Culture and Communities • I am beginning to know there are different countries in the world and know that I live in England.		Natural World • I can name flowers, grass, trees. • I know plants need water and sun to grow. • I am beginning to know animals live in different places e.g. farm / jungle.
	• I can talk about my family, beyond naming them.		• I can put my belongings away in the correct places in the classroom.		• I can explore natural materials and make comments about their differences using my senses. • I can name parts of my body (head, shoulders, legs, knees, arms, eyes, ears, nose, mouth, feet, hands).
Understanding the World 1. Past and Present 2. People, Culture and Communities 3. Natural World	What is your superpower? Discussion about what makes a good friend? Children choose one of the traits as their superpower.	Who is a superhero in your family? Discuss all the things they love about members of their families. Name one as their superhero. What is their superpower? When did they show that superpower?	How do you use your superpower? Children think about a time they used their superpower (i.e. kindness, strength, fun-loving, fast) and tell the group.	Chinese New Year Where is China? Where do we live? Look at a map of the world (IWB)	Valentine's Day Who is special to you? Children discuss people who are special to them and why? Will they be spending time with them over half-term? What lovely things do they hope to be doing?

Expressive Art and Design EYFS progression	<ul style="list-style-type: none"> I can use the resources in the make and do area independently I can talk about my creations I can make a more in-depth model and talk about it (construct) I am beginning to create my own narratives in my play. 				
	<ul style="list-style-type: none"> I can explore paints and messy play activities with my hands I can use construction equipment to build a simple model I can join in with the actions for favourite songs I can move my body to music I can make marks and talk about the marks I have made I can begin to make-believe by pretending 				
Expressive Art and Design 1. Creating with Materials 2. Being Imaginative and Expressive	Snip with easy grip scissors Nursery rhymes	Cutting: snipping, learning how to hold scissors correctly, cutting straight lines, snipping playdough Attaching: using glue sticks to attach paper to paper, tear masking tape and Sellotape to attach materials Painting: use paint brushes effectively, rinse after painting, choosing colours Mark making: colouring in using different colours. Sing songs and make music - selections of musical instruments, nursery rhymes.			
EAD ideas linking to topic	Easel - Superhero emblem (painting with brushes)	Easel - Superhero emblem (painting with brushes) Craft - colouring, cutting and sticking (making a superhero)	Easel - Superhero fingerprint painting Cut and stick jigsaws (superhero and shape)	Easel - Chinese New Year Craft - Chinese lantern, collaborative dragon head, dragon puppet	Easel - Valentine's Day Making pancakes and choosing toppings Valentine's card
Physical Development EYFS Progression	<ul style="list-style-type: none"> I can copy a simple picture with support (that starts to resemble something -guided draw/let's get squiggling) I can use pincer grip to pick up tiny objects I can move my body in different ways (e.g. slither/jump/attempt to hop) I can hold a pose/stand still (e.g., musical statues) 				
	<ul style="list-style-type: none"> I can hold my pencil with a four-finger grip or tripod grip (fist/ palmer / 5 finger is Working Towards) I can catch a large ball from a gentle throw I can climb up the slide I can manage my own clothes when I go to the toilet I may have the occasional accident, but am mostly dry during the day I can keep my body still when sitting 				
Physical Development 1. Gross motor 2. Fine Motor	Mark making Health and safety inside and outside Play outside safely	Mark making Health and safety inside and outside Play outside safely	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills

Personal, Social and Emotional EYFS Progression	<ul style="list-style-type: none"> • I can recognise that there are a range of emotions (happy/sad/angry/excited/ hungry) • I can adapt my behaviour to changes in routine • I persevere when I find something tricky (with support) • I can collect my own things at the end of the day (with verbal reminders) • I can talk about some things that keep my body healthy (foods / cleaning teeth / washing / exercise / sleep) • I can make believe/tell a story as I play (with resources/props) • I can ask an adult for help 				
	<ul style="list-style-type: none"> • I can separate from my carer with support • I can share a toy with another child • I can wash my hands when reminded • I can join in a range of activities • I can follow simple nursery rules (walk inside, share, take-turns, tidy up) • I can play alongside another child • I can talk to another child • I can talk to an adult 				
Personal, Social and Emotional (SCARF) 1. Self-regulation 2. Managing Self 3. Building Relationships <u>plus People Who Help Me and Keep Me Safe (SCARF unit)</u>	Show confidence in the classroom - routine, emotionally, in class or group discussions, to familiar adults, with their friends. Narrate play using knowledge of stories and their own experiences.	Show confidence in the classroom - routine, emotionally, in class or group discussions, to familiar adults, with their friends. Narrate play using knowledge of stories and their own experiences.	Show confidence in the classroom - routine, emotionally, in class or group discussions, to familiar adults, with their friends. Narrate play using knowledge of stories and their own experiences.	Show confidence in the classroom - routine, emotionally, in class or group discussions, to familiar adults, with their friends. Narrate play using knowledge of stories and their own experiences.	Show confidence in the classroom - routine, emotionally, in class or group discussions, to familiar adults, with their friends. Narrate play using knowledge of stories and their own experiences.
	Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary.	Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary.	Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys with support.	Separate from carer with support. Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys and play alongside others with support.	Separate from carer with support. Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys and play alongside others with support. Explore different areas of provision, engaging in activities.