



Richard Bonington Primary and Nursery School
 FS1 Medium Term Planning
 Spring 2 2024

N2's - cohort starting in Reception in Sept 2024

N1's - cohort starting in Reception Sept 2025

Enquiry Question

How Does It Grow?

Talk for Writing Focus

Stuck in the Mud! - Imitation and innovation

Vocabulary

Mother, foal, calf, piglet, kid, duckling, chick, lamb, baby, toddler, child, teenager, adult, elderly, seed, grow, leaves, stem, petals, healthy, choices, 'five-a-day'.

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

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 6 2. Height and length 3. Mass and capacity	Number 5 Composition of 5	Number 6 Introducing 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books - 3 Little Pigs, Goldilocks	Capacity • Full/empty • Comparing containers	Consolidation Length, mass, capacity
	Matching Orchard Toys games - Farm Snap	Matching Orchard Toys games - Farm Dominoes	Matching Orchard Toys games - Old MacDonald Lotto	Recognising Numicon 1-10 1-5 subitising (with objects)	Recognising Numicon 1-10 1-5 subitising (with objects)	Recognising Numicon 1-10 1-5 subitising (with objects)
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	Which animals live on a farm? Sing Old MacDonald (children to give ideas about the animals) PowerPoint (Animals on the Farm) CP Craft - making their own fact pages about their chosen farm animals.	What facts do we know about farm animals? Remind children about the PowerPoint and their fact pages. Circle time - Volunteers hold the sheep puppet and tell the class their animal fact. Encourage full sentences and repeat as a whole class. Record and display. CP - Encourage chn to share what they know.	What do plants need to grow? Use the PowerPoint (up to slide 11) to explain how a plant grows and what it needs. Watch 'Hey Duggee the Food Growing Badge'. Have the chn remembered anything that a plant needs to grow? CP - Craft - drawing what a plant needs / sticking the correct pictures of what a plant needs.	What do we know about the plants growing at school? Sing 'How to Make the Flowers Grow' (reactivate previous learning). Review the children's photos taken at Forest School of plants they have spotted growing. Ask the children to give words/phrases/sentences about what they can see in the photos. CP - paint your own plant	Why are plants important? Sing 'How to Make the Flowers Grow' (reactivate previous learning). Use slides 13 and 14 from 'Originals Explorers Plants' PP for discussion points. Watch 'Come Outside - Bulbs'.	What is the Human Lifecycle? Look at photos of themselves as babies. Can the children guess who's who? Share the PP 'Growing Up' and discuss the different stages of the lifecycle. CP - sequencing sheet.

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	Farm animal fact pages - children cut and stick adult animal, its baby, where it lives, what it eats to make a page (up to 7 pages).	Craft - box model animals.	Craft - drawing what a plant needs / sticking the correct pictures of what a plant needs.	Easel - paint your own plant Craft - Collage	Craft - box model plants	Craft - sequencing sheet
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 Growing and Changing (SCARF unit)</u>	Leading others in classroom routines and managing areas of play in terms of playing with toys where they live, returning toys to shelves, keeping areas tidy. Help others including adults. Demonstrate good behaviour. Use language to showcase what I know and to share my ideas.
	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Follow Nursery rules. Have a group of friends who you seek out. Show a range of role play experiences.