

## Literacy

### **Comprehension**

-Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.

### **Word Reading**

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

### **Writing**

#### Recount-

- To plan a birthday party and write invitations/ birthday cards.
- Use some of their print and letter knowledge in their early writing. Write some or all their name.

#### Phonics:

Phonological awareness; Rhythm and rhyme, memory, vocabulary and developing voice sounds.

#### **6 Phonics books:**

- The Duck in the Truck
- Chocolate Mousse for Greedy Goose
- What's in the Witch's Kitchen?
- Oi Frog!
- Row, Row Pirate Boat
- Hop Little Bunnies

#### **6 Rhymes:**

- If you're happy and you know it
- 5 currant buns
- Down in the jungle
- Five little speckled frogs
- I'm a pirate
- Little Peter Rabbit

#### Language linked to literacy

sea  
cave  
mountain  
city  
chimney  
gutter  
rooftop  
coop  
enormous  
hatched

#### Language linked to Concept Cat

long  
most  
near  
new  
next to  
night

## Physical Development

### **Gross Motor Skills**

- Children will know how to skip, hop, stand on one leg, and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks- Squiggle programme.

### **Fine Motor Skills**

- Children will know how to two-hole use scissors to make snips in paper.
- Children can put on their own coats.

## **3-4 Years**

## **Medium Term Planning**

### **Spring Term 2**

### **'The Journey Home'**



## Understanding the World

### **Past and Present**

- Begin to make sense of own life-story and family history- Children will know about their family.

### **People, Culture and Communities**

- I can tell you about special events including Easter.
- Children will know some people celebrate Easter.
- Contrasting cold area- Antarctic- look closely at penguins- different sizes
- Children name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing

### **The Natural World**

- Talk about what they say using a wide vocabulary.
- Understand the key features of the life cycle of a butterfly. Use story 'The Very Hungry Caterpillar'.
- Live egg hatching
- Children will make collections of natural materials to investigate and talk about.
- Plant seeds and care for growing plants- observe growth and decay over time.

## Maths

### **Number**

- Children will rote count to 10.
- Children will identify more/less and use language 'more than', 'fewer than'.

### **Numerical Patterns**

- Children will identify 3D shapes: cube and cone.
- Children will use positional language including on top, under, next to and behind.

## Communication and Language

### **Listening and Attention**

- Enjoy listening to longer stories and can remember much of what happens.

### **Speaking**

- Develop their communication (irregular tenses and plurals).
- Sing a large repertoire of songs.
- Children will know and retell the story 'The Journey Home'.
- Children will know and use vocabulary linked to their theme 'growing'.

## Expressive Arts and Design

### **Creating with Materials**

- Join different materials using masking tape
- Explore colour and colour mixing
- Children will know how to draw diagonal lines.

### **Being Imaginative and Expressive**

- Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.

#### Topic songs:

- Old MacDonald Had a Farm
- Chick, Chick Chicken
- Mary Had a Little Lamb
- Explore a range of multi-cultural instruments and name them.
- Talk about what the sound reminds them of.
- Introduce rain maker and discuss what it reminds you of- instruments for different weather- rainy, cloudy, sunny, cloudy (sound represents as image)
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

## Personal, Social and Emotional Development

### Self-Regulation

- Talk about their feelings using words such as happy, sad, angry, and worried.

### Managing Self

- Children will make healthy choices about activity and exercise.

### Building Relationships

- Children will take turns whilst playing and waiting patiently to have a go.
- Develop their sense of responsibility and membership of the class community.