

This is an example of our Medium Term Plan, this is subject to change.

We base our curriculum on the Development Matters Framework and follow children's interests as well as following key events the school calendar. This will enable us to revisit skills and knowledge to ensure the children have time to consolidate and embed their learning as well as encounter key learning experiences.

Term	Spring 1 Term					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
School values	Challenge					
Learning habits	Meta cognition					
Real Life Experience	PD Day (5 th Jan)		Digital Leaders reading internet safety stories to the class.			PTA Movie Night
Events/Celebrations	Birthdays	Birthdays Little Wand Coffee Morning (14 th Jan) Census day (15 th Jan)	Birthdays	Birthdays	Informal Sharing (4th Feb) Birthdays Winter Olympics	Birthdays Children's mental health & wellbeing week. Parents consultations (10 th & 12 th) Safer Internet Day (10 th) Shrove Tuesday (in half term) Chinese New Year (in half term)
Key Texts	The Write Stuff texts – We're going on a bear hunt and Handa's surprise Explorers Books: Colour Exposure to Chinese New Year (The Great Race) and Shrove Tuesday (Pancakes Pancakes Pancakes!)					

Communication and Language	<p><u>Changes in season (speaking)</u> Through exploration of the changing of seasons and what is happening in the immediate environment surrounding them the children will:</p> <ul style="list-style-type: none"> - Begin to articulate their ideas and thoughts in well-formed coherent sentences. - Sharing photos from holiday via Dojo <p>Chinese New Year discussions RE – Lent and shrove Tuesday WellComm- individual children identified and receiving daily intervention following 10-week programme Speech and language- identified children receiving support</p>
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PD	<p><u>Get set for PE</u> Dance and Gymnastics Develop expressive movement throughout the topic of everyday life To explore travelling movement, shapes and balances. Children will choose thier own actions in response to a stimulus. Ribbing dancing – Chinese New Year Winter Olympics- exploring and learning about the sports which feature in the olympics</p> <p><u>Skill progression</u></p> <p><u>Fine motor</u> Transition from chubby pencil to thin pencil Pencil grip to no pencil grip Modified tripod grip to secure tripod grip</p> <p><u>Writing</u> Wide lines to thinner lines Whiteboards to paper and pencil</p> <p><u>Stair walking</u> Two feet to alternate</p> <p><u>Dressing self</u> Independence with zips, buttons. Transition from mittens to gloves</p> <p><u>Eating & Drinking</u> Pouring water/milk into cups Peeling fruit snack, opening packets with ‘pinch and squeeze’ technique Using cutlery correctly</p>
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Phonics Little Wandle	Little Wandle planning – Phase 3 Sounds Ai, ee, igh, oa Tricky words Recap the, i, put, pull, full Read the phrase	Little Wandle planning – Phase 3 Sounds Oo, oo, ar, or Tricky words was, you, they Read the phrase The moon is up high Look at the toad on the wood I can see the car on the dark The goat was born at night	Little Wandle planning – Phase 3 Sounds Ur, ow, oi, ear Tricky words My, by, all Read the phrase We curl and turn in the surf Pop down to the town with me Join me in the park I can hear the owl in the night Is that a cow with a beard?	Little Wandle planning – Phase 3 Sounds Air, er, bb, rr, gg, dd, pp, ff, tt Tricky words Are, sure, pure Read the phrase The chair was in the air!	Little Wandle planning – Phase 3 Lesson focus Longer words - chunking Recap all tricky words Read the phrase We had a picnic at sunset He has a chicken in his pocket	Little Wandle planning – Phase 3
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	His fish has a quick tail It is a sheep with pink feet I can see the web is up high Get into the boat and sail off. Spelling words Rain, wait, the, see, feet, put, night, right, pull, coat, boat, full	This book is cool! Spelling words Food, cool, was, look, book, you, dark, park, they, born, for, push, wood, hard	Spelling words Turn, hurt, my, down, now, by, join, boil, all, hear, near into, town, how.	I was as high up as the ladder My rabbit needs a bigger carrot! The kitten has hidden in the ribbons They had a kitten and a rabbit. Spelling words Chair, fair, are, letter, hammer, sure, bigger, rabbit, pure, hidden, kitten, go, rubber, pair.	They got carrots at the market I can see the cow in the farmyard The chicken hops in the farmyard. Spelling words Laptop, lemon, she Rocket, chicken, push, carpet, market, me Carpark, bedroom, of Pocket, carrot.	
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Reading	<p>Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school. Links to Home Learning Keep-up children identified, and additional resources sent home to support learning. Daily stories</p> <p>Core text shared</p> <p>Reading groups- 3 x a week</p> <p>Little Wandle words read in phonics lessons including daily sentences. Focusing on punctuation: capital letters, full stops, question marks, exclamation marks.</p> <p>Sharing stories with other classes and each other</p>					
Writing in the environment	<p>Recounts of Christmas experiences</p> <p>Beebot instructions</p>	<p>Observations of seasonal changes Links to Geography</p> <p>Birthday cards</p> <p>What I need for an adventure – list writing linked to TWS text</p>	<p>Creating maps linked to TWS text – and computing</p>	<p>Letter writing to class bears.</p>	<p>Pancake recipes</p> <p>Cookbooks</p> <p>Winter Olympics- sports/ postcards to Italy</p>	<p>Name writing Chinese writing symbols</p> <p>Safer internet posters</p> <p>CNY- cards, name writing</p>
The Write Stuff	<p>Holiday News (sharing photos via Dojo and</p>	<p>We're going on a bear hunt</p> <p>Vocabulary introduced: <u>Plot point 1</u></p>		<p>Handa's surprise</p> <p>Vocabulary introduced: <u>Plot point 1</u></p>		<p>What's my challenge? (links to school value)</p>

	<p>then writing about one of them. Presenting in front of class.</p>	<p>Wispy Luscious Emerald Jade Lush</p> <p><u>Plot point 2</u> Disgusting Repulsive Vile Flithy Cooling Refreshing Cleansing Glorious</p> <p><u>Sentence writing focus:</u> Verbalising a sentence thoroughly ready to record. Accurate letter formation in line with Little Wandle. Capital letters, finger spaces and full stops.</p>	<p>Delicious Luscious Fragrant Delectable Scrumptious</p> <p><u>Plot point 3</u> Weighty Massive Overweight Substantial Hefty</p> <p><u>Sentence writing focus:</u> Verbalising a sentence thoroughly ready to record. Accurate letter formation in line with Little Wandle. Capital letters, finger spaces and full stops.</p>	
<p>Maths White Rose</p>	<p><u>Alive in 5!</u></p> <ul style="list-style-type: none"> - Introduce 0 - Find 0-5 - Subitise 0-5 - Represent 0-5 - 1 more - 1 less - Composition - Conceptual subitising to 5 	<p><u>Mass & Capacity</u></p> <ul style="list-style-type: none"> - Compare mass - Find a balance - Explore capacity - Find capacity 	<p><u>Length, Height & Time</u></p> <ul style="list-style-type: none"> - Explore length - Compare length - Explore height - Compare height 	<p><u>Growing 6,7,8!</u></p> <ul style="list-style-type: none"> - Find 6,7,8 - Represent 6,7,8 - 1 more/ 1 less - Composition of 6,7,8 - Make pairs (odds and evens) - Double to 8 - Combine two groups

Vocabulary	More, less, how many, whole, part, altogether	Heavy, weight, balanced, weight, weigh, equal, how much, full, empty, half full	Length, height, the same, longer, shorter, taller, shorter	Numbers, more, less, double, the same, equal to, combine, whole, part
Maths in the environment		One more/one less pom pom transferring using tweezers	Chinese numbers	

UW: Science	<p><u>Observations about plants, why things occur and explore changes.</u> Children will</p> <ul style="list-style-type: none"> - Explain the changes in how things grow/adapt- plant cress, change colour of petals <p>Observe and interact with natural processes</p> <ul style="list-style-type: none"> - Experience the process of ice melting- what do they recognise has happened? Can it be reversed? Why has it melted? - Look at the weather and environment for the Winter Olympics- how is it different to England's weather? <p><u>Linking to previous learning:</u> Observations regarding plants planted in EY environment, trees and their leaves.</p>			
Vocabulary	Stem, petal, leaves, leaf, seasons, Autumn, Winter, Spring and Summer, hibernation, migration, Change, metamorphosis, ice, melting, liquid, solid			
UW: Geography	<p><u>Exploring Maps</u> <u>Children will:</u></p> <ul style="list-style-type: none"> - Create Beebot maps - View Our school from above - Link to Chinese new Year, the Great race story, Map of China and where it's positioned in the world - Link to the Winter Olympics- looking at where Italy is/ terrain/ weather 			
Vocabulary	Map, view, beebot, instructions, directions, forwards, backwards, left, right, atlas, world			
EAD: Music Charanga / SCC	<p><u>Everyone!</u> Explore: family, friends, people and music from around the world. Links to Chinese New Year and Chinese music, recreate our own version of celebratory music. Links to Italian music and National Anthems- Winter Olympics</p>			
Vocabulary	Pulse, beat, rhythm, song, traditional, anthem, orchestra, instruments			

EAD: Art	<p><u>DT: food and nutrition</u></p> <ul style="list-style-type: none"> - 2 x cooking experiences: Pancakes/ Trying Chinese food (dragon fruit, hoisin sauce) - Process cooking: children will make the same recipe each week until they learn to do it independently - Links to RE – Lent - Links to CNY- Understanding the World/ Geography - Links to UW- national events happening
Vocabulary	Ingredients, measure, balanced, equal, full,
UW: Computing	<p><u>Safety and Privacy sounds</u> QR codes to scan for number recognition/gallery square explanations Digital leaders supporting with coding on Purple Mash <u>Cross curricular links:</u> PSED – remote controlled cars – sharing, taking turns, problem solving, persevering. DT- cooking step by steps</p>
Online safety questions	<p><u>Online bullying</u> Can you describe ways that children are unkind on the internet? Can you offer examples how this makes you feel? Digital Leaders joining to read stories to class around internet safety</p>
UW: RE Emmanuel Scheme	<p><u>Is it always easy to help someone?</u> Thinking about how & when we ask for help. Who asked Jesus for help/ how do Christians ask for God’s help today? How can we help at home, in class and at school? What jobs do people do to help?</p>
Vocabulary	Celebrate, responsible, caretaker, special
PSHE	<ul style="list-style-type: none"> - Class leader of the day – responsibilities include taking the bus register, stacking the chairs, ensuring our environment is being respected, returning the lunch names, leading the line around school sensibly. - Celebrate Birthdays with own clothes, wooden cake to blow candles and singing from peers, photograph displayed with party hat and balloons, children make birthday cards for their friends. - Visual timetable displayed using wooden rounds with symbols to encourage independence and awareness of routines. - I wish my teacher knew box available in class - Developing perseverance in the face of challenge – starting The Write Stuff writing scheme. - Continue to develop sharing strategies and communication that supports this
Vocabulary	Rules, persistence, challenge, resilience, adapt, perseverance, communicate, explain, share, coping