


Dunnington CE Primary School – EYFS –Spring 1 Medium Term Plan

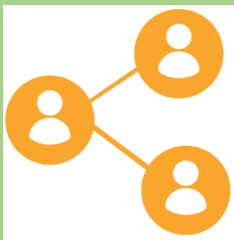
SPRING 1 – AMAZING ANIMALS

General Themes		WINTER		ANIMALS FROM UK FARMS & PETS		ANIMALS FROM COLD COUNTRIES NORTH & SOUTH POLE		ABORIGINAL ART ANIMALS FROM HOT COUNTRIES		CHINESE NEW YEAR DRAGONS	
											
Spring 1 Literacy Texts		     						Spring 1 Poetry Basket Poems		<ul style="list-style-type: none">• Popcorn• A Little House• Pancakes• Let's Put on Our Mittens• I Can Build a Snowman• Carrot Nose	
Suggested Texts	Possible Books to be used / sourced, which follow themes	         									
	(which could be used if reflect particular interests)	         									


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AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
Communication and Language 	<p>Listening: Listen attentively in a range of situations and know how to listen carefully (e.g., understand they need to look at who is talking to them and think about what they are saying.)</p> <p>Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p> <p>Understanding: Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day (in discussions and in conversation). • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.


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<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Can show pride in achievements by showing work to others. <i>Understand how to use the 'JIGSAW' breathing exercises to help with feeling calm.</i></p> <p>Manage behaviour: Understand behavioural expectations of the setting.</p> <p>Self-awareness: Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p> <p>Independence: Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</p> <p>Jigsaw Theme – Dreams and Goals Covering: Challenges, Perseverance, Goal setting, Overcoming Obstacles, seeking help, Jobs, Achieving goals.</p> <p>RE – Why is the word 'God' so important to Christians?</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships (with peers and with adults) • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: Personal hygiene

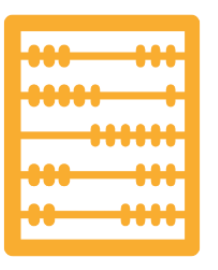
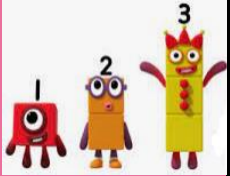

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Physical Development 	Fine Motor Skills: Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Gross Motor Skills: Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. PE Hub (Dance – Unit 1) <ul style="list-style-type: none"> • Count and move to beats of 8 • Work as an individual, partner and part of a group • Copy and repeat movement patterns 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.


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Literacy 	COMPREHENSION Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read books consistent with their phonic knowledge.
	WORD READING Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme. Phonics (Little Wandle)– Phase 3 Week 1 – ai, ee, igh, oa Week 2 – oo, oo ,ar, or Tricky words: ‘was’, ‘you’, ‘they’ Week 3 – ur, ow, oi, ear Tricky words: ‘my’, ‘by’, ‘all’ Week 4 –air, er, words with double letters Tricky words: ‘are’, ‘sure’, ‘pure’ Week 5 – longer words	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. • Re-read books consistent with their secure phonic knowledge to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	WRITING Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 & 3 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.


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Mathematics 	NCETM Mastering Number Programme 	<p>NCETM Mastering Number Programme will be used to cover all ‘Number’ aspects of Maths.</p> <p><u>In Spring term:</u> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
	White Rose Maths 	<p>White Rose Maths Hub will be used to teach all aspects of Shape, Space, Measure & Patterns.</p> <p><u>In Spring Term:</u></p> <ul style="list-style-type: none"> • Spatial awareness: Positional language • Shapes with 4 sides • Time: Night and Day • Measuring Mass • Measuring Capacity • Measuring Height, Length, Time 	

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<p>Understanding the World</p> 	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p> <p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Computing: Use technology (e.g. a Beebot) for simple programming Internet Safety (Smartie the Penguin)</p> <p>RE – Why is the word 'God' so important to Christians?</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them (by taking part in weekly Forest schools' activities and making observations and drawing pictures of animals and plants. • Describe what they see, hear, and feel outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.

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Expressive Arts and Design 	<p>Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Design: Skill: Design & Make (using a variety of media – self-chosen)</p> <p>Art: Printing (aboriginal art) Painting (Powder Paint / watercolours) Drawing (observational)</p> <p>Music: Charanga unit: ‘My stories!’ Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Learn to sing or sing along with nursery rhymes and action songs Improvise and play classroom instruments Share and perform the learning that has taken place</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.