



## F2 Medium Term Plan –Spring 1 2024



### Cycle 1

### Our Wonderful World

#### School Drivers

- Communication skills
- Mental health & resilience
- The wider world

Area of learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
CAL	<b>Throughout the half term-</b> Children will- Learn & use new vocabulary in different contexts- through word of the week, listening to and engaging with high quality texts and through adult interactions. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in paired, small group and whole class discussions. Have their CAL skills supported in the provision through high quality adult interactions. Take part in the NELI if further support is required in this area.					
	Discuss our knowledge of London- link to places we've visited Exploring new words linked to London landmarks		Talking about the key features of the countries we visit in the focused text. Ask questions to find out more and to check they understand what has been said to them.		Talking about the Chinese food we have tasted. Discuss own likes and dislikes. Exploring new words linked to CNY	
PSED/RSHE  -Dreams & Goals BV- Rule of law	<b>Throughout the half term-</b> Children will recognise similarities & differences in each other. See themselves as a valuable individual.					
	<ul style="list-style-type: none"><li><b>Text-</b> When I grow up by Andrew Daddo and Jonathan Bentley</li><li><b>WBW-</b>Breathing</li></ul>	<b>Text-</b> Ada Twist Scientist  <b>WBW-</b> Outdoor	<b>Text-</b> Iggy Peck Architect  <b>WBW-</b> Yoga	<b>Text-</b> You can swim Jim  <b>WBW-</b> Music	<b>Text-</b> The most magnificent thing by Ashley Spires  <b>WBW-</b> Colouring/mark making	<b>Text-</b> How to catch a star by Oliver Jeffers.  <b>WBW-</b> Sensory

PD	<b>Throughout the half term children will-</b> Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by funky fingers activities, dough disco, use of a range of tools during Forest Schools sessions. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/wake & shake/yoga/dough disco Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment/wake & shake/yoga/Forest Schools. Take part in daily name writing to practise their pencil control and letter formation.					
	Progress towards a more fluent style of moving, with developing control and grace- <b>Chinese dancing</b> Negotiates space and obstacles safely, with consideration for themselves and others, demonstrates strength, balance and coordination- <b>Balance Ability</b> (see separate MT plan) Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently including scissors- <b>Weekly scissor activity focusing on targeted children.</b>					
UTW	<b>Throughout the half term children will-</b> Look at the calendar each day, observing the weather and discussing the features of the season. Have the opportunity to free flow throughout each day providing them the opportunity to learn and play in the outdoor environment. Be supported by high quality adult interactions to encourage them to look at and observe closely their environment using all their senses. Take part in Forest Schools sessions. Listen to stories from different places and cultures around the world- Once Upon a World books (Cinderella, Rapunzel, Snow White, The Princess and the Pea), The Great Race, Goldy luck & the 3 Pandas, Around the World with Max and Lemon, We must go to London, Dragons in the City (plus English focus texts- Granny went to Market)					
	Recognise that people have different beliefs and celebrate special times in different ways- <b>Reflecting on Xmas &amp; NY</b>	Recognise that some environments are different to the one in which I live. <b>Features of London- London Landmarks</b> Draw information from a simple map- <b>London maps</b>	Recognise that some environments are different to the one in which I live. Understand that there are other countries in the world. <b>Countries in focused text</b>  Draw information from a simple map- <b>Finding countries on a map/using Google Earth</b>	Recognise that some environments are different to the one in which I live. Understand that there are other countries in the world. <b>Countries in focused text</b>  Draw information from a simple map- <b>Finding countries on a map/using Google Earth</b>	Recognise that some environments are different to the one in which I live. Understand that there are other countries in the world. <b>China</b>  Recognise that people have different beliefs and celebrate special times in different ways- <b>CNY</b>	Recognise that some environments are different to the one in which I live. Understand that there are other countries in the world. <b>China</b>  Recognise that people have different beliefs and celebrate special times in different ways- <b>CNY</b>
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Looking at signs of winter when in the outdoor area.</b> <b>Freezing and Melting Investigation.</b> Talks about the need to respect and care for the natural environment- share the books <b>Michael Recycle &amp; Here we are</b>					
	<b>R.E</b> <b>Reflecting on how children celebrated Xmas.</b>	<b>R.E</b> <b>What places are special and why?</b> S&L- special places to them and discuss what makes a place special/how a special place makes them feel.	<b>R.E</b> <b>What places are special and why?</b> Introduce how religions have special places, called places of worship. Share photos.	<b>R.E</b> <b>What places are special and why?</b> Photos/video tours of different places of worship S&L	<b>R.E</b> <b>What places are special and why?</b> Visit the church	<b>R.E</b> <b>What places are special and why?</b> S&L, sharing pictures from our visit to the church

EAD	<p><b>Throughout the half term children will-</b></p> <p>Have access to a range of media, materials, and tools in the continuous provision.</p> <p>Be set a weekly creative Rainbow Challenge which will be linked to the needs of the children.</p> <p>Practise and sing a range of songs and rhymes in accordance with our 'songs and rhymes' progression.</p> <p>Have access to and indoor domestic role play area and an outdoor themed role play area- London Bus/Train/Plane</p> <p>Follow the Charanga music scheme- My Stories</p>					
	<p><b><u>Collage Skills: Tearing</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Artist- Brianna McCarthy</p>	<p><b><u>Collage Skills: Tearing</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b><u>Collage Skills: Scrunching</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b><u>Collage Skills: Scrunching</u></b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b><u>Collage Skills: Collage dragons body.</u></b></p> <p>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.</p>	<p><b><u>Collage Skills: Collage dragons body.</u></b></p> <p>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.</p>
Computing	<p><u>Preparing for programming</u></p> <p><b>Play where is Mr Parrot-</b> using and understanding positional language</p>	<p><u>Preparing for programming</u></p> <p><b>Play where is Mr Parrot</b> using and understanding positional language</p>	<p><u>Preparing for programming</u></p> <p><b>Putting a toy in a specific place-</b> using and understanding positional language</p>	<p><u>Preparing for programming</u></p> <p><b>Putting a toy in a specific place-</b> using and understanding positional language</p>	<p><u>Preparing for programming</u></p> <p><b>Being a robot-</b> following simple instructions/ algorithms</p>	<p><u>Preparing for programming</u></p> <p><b>Being a robot-</b> following simple instructions/ algorithms</p>

Floor books - London

- Dreams and Goals
- CNY