



## F2 Medium Term Plan –Spring 2 2024



### Cycle 1

### Myths and Legends

#### 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 Robin Hood & where he lived- link to places we've visited Exploring new words linked to Science investigations.		Talking about our plants and the changes we observe. Ask questions to find out more and to check they understand what has been said to them.		Talking about how to keep healthy. Exploring new words linked to Easter. Discussing how we celebrate Easter.	
PSED/RSHE -Healthy Me BV- Mutual Tolerance	<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>You're your Greens</li><li>• <b>WBW-</b>Breathing</li></ul>	<b>Text-</b> Brush, brush, brush  <b>WBW-</b> Outdoor	<b>Text-</b> Get up and Go (Nancy Carlson)  <b>WBW-</b> Yoga	<b>Text-</b> Bathroom Boogie  <b>WBW-</b> Music	<b>Text-</b> SuperKid  <b>WBW-</b> Colouring/mark making	<b>Text-</b> The very hungry caterpillar  <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 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. Take part in daily name writing to practise their pencil control and letter formation.					
	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 of their senses.					
	Talks about the need to respect and care for the natural environment and all living things. Understands the effect of changing seasons on the natural world around me. Explores the natural world around them, making observations of plants. <b>Growing- looking at changes in our FS garden. Planting bulbs.</b>	Talks about the life cycle of a plant. <b>Growing -plant a tomato seed</b>	Talks about the life cycle of a plant. Enjoys looking at how plants change. <b>Growing- taking care of our plant and observing change</b>	<b>Science week</b> Enjoys exploring changing states of matter. Makes simple predictions.	Talks about the life cycle of a plant. Enjoys looking at how plants change. <b>Growing- taking care of our plant and observing change</b>	Talks about the life cycle of a plant. Enjoys looking at how plants change. Makes observations and draws pictures of plants. <b>Growing- drawing a picture of our tomato plant.</b>  Understands the effect of changing seasons on the natural world around them. <b>Visit to the allotment</b>
	Discussing places we have visited over the holidays- <b>Busy books</b>	Understands the past through settings, characters and events encountered in books read in class and storytelling.- <b>Robin Hood</b>	Describes immediate environment using knowledge from observation, discussion, stories, and maps. Draws information from a simple map.  <b>Trip to the Rufford-</b> look at maps and on Google Earth.  Names and describes people that are familiar to them- <b>Mother's Day</b>	Describes immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. <b>Photos of the trip</b> look at maps and on Google Earth.	Describes immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. <b>Floor book about our trip</b>	Describes immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. <b>Visit to The Allotment</b> look at maps and on Google Earth.

	<b>RE</b> <b>Which times are special and why?</b> S&L Which times are special to us (Birthdays, holidays, new sibling)	<b>RE</b> <b>Which times are special and why?</b> S&L Which times are special to us. Children to share their special times and why.	<b>RE</b> <b>Which times are special and why?</b> Which times are special to other people? Discuss the special times we have already learned about (Diwali, Christmas, CNY)	<b>RE</b> <b>Which times are special and why?</b> Which times are special to other people? Discuss the special times we have already learned about (Diwali, Christmas, CNY)	<b>RE</b> <b>Which times are special and why?</b> Introduce Easter as a special time for Christians. Discuss how Easter is celebrated.	<b>RE</b> Understands that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways- <b>Easter</b> Discuss why Easter is a special time for Christians.
EAD	<b>Throughout the half term children will--</b> Have access to a range of media, materials, and tools in the continuous provision. Be set a weekly creative Rainbow Challenge which will be linked to the needs of the children. Practise and sing a range of songs and rhymes in accordance with our 'songs and rhymes' progression. Have access to and indoor domestic role play area and an outdoor themed role play area- woods/castle					
	<b><u>Colour mixing-</u></b> link to Holi festival Mixes a colour for a desired purpose.	<b><u>Colour mixing-</u></b> link to Holi festival Mixes a colour for a desired purpose.	<b><u>Mother's day craft</u></b>	<b><u>Observational drawing of daffodils- pencil &amp; feedback</u></b> Makes observations and draws pictures of plants (UTW link) Experiments with different ways of representing, using diverse materials, e.g. watercolours, powder paint.  <b>Artist-</b> Van Gogh	<b><u>Observational drawing of daffodils- second draft</u></b> Makes observations and draws pictures of plants (UTW link) Experiments with different ways of representing, using diverse materials, e.g. watercolours, powder paint.	<b><u>Painting of daffodil drawing.</u></b> Makes observations and draws pictures of plants (UTW link) Experiments with different ways of representing, using diverse materials, e.g. watercolours, powder paint.
Computing	<b><u>Programming-</u></b> Recap positional language practically. Uses everyday language to talk about position.	<b><u>Programming-</u></b> Recap positional language practically. Uses everyday language to talk about position.	<b><u>Programming-</u></b> Beebots Uses everyday language to talk about position.	<b><u>Programming-</u></b> Beebots Uses everyday language to talk about position.	<b><u>Programming-</u></b> Beebots Uses everyday language to talk about position.	<b><u>Programming-</u></b> Beebots Uses everyday language to talk about position.

Floor books - How do you keep healthy

- Growing
- Visit to Rufford
- Easter