



F2 Medium Term Plan Spring 2

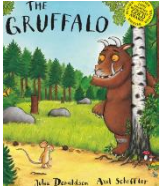
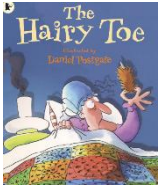
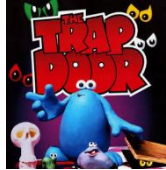



Cycle A

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
Literacy (see Lit MT plan for more details) Daily handwriting following whole school progression	 Drawing Club Oral retelling- Role Play Gruffalo crumble instructions		 Drawing Club Hairy toe word hunt Messages to the monster		 Drawing Club	 Assessed writing
Phonics (SSPF)	ai ee	igh oa	oo oo	ar or	ur ow	Recap & assess
Numeracy (see Num MT plan for more details)	All about 9 Matching numerals to quantities 1 more/less	All about 9 Addition- PPW model Splat Subtraction	All about 10 Ordering numbers 1-1 counting Estimation	All about 10 Addition- PPW model Subtraction- 10s frame	All about 10 Number bonds- Numicon Number bonds-10s frame	2D & 3D shapes
CAL	Throughout the half term- 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 have 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/RHE- Healthy Me BV- Mutual Tolerance	<p>Throughout the half term- Children will recognise similarities & differences in each other. See themselves as a valuable individual.</p> <p>BV texts to be read throughout the half term-</p> <ul style="list-style-type: none"> Along came a different by Tom McLaughlin The only way is badger by Stella J Jones & Carmen Saldaña All are welcome by Alexander Penfold Smeds and Smoos by Julia Donaldson 				
	<ul style="list-style-type: none"> Text-Eat your Greens Goldilocks WBW-Breathing 	<p>Text- Brush, brush, brush</p> <p>WBW- Outdoor</p>	<p>Text- Get up and Go (Nancy Carlson)</p> <p>WBW- Yoga</p>	<p>Text- Bathroom Boogie</p> <p>WBW- Music</p>	<p>Text- Super Spud and the stinky space rescue</p> <p>WBW- Colouring/mark making</p>
PD	<p>Throughout the half term children will- 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.</p>				
	<p>Negotiates space and obstacles safely, with consideration for themselves and others, demonstrates strength, balance, and coordination- Balance Ability (see separate MT plan) Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently including scissors- Weekly scissor activity focusing on targeted children.</p>				
UTW	<p>Throughout the half term children will- 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.</p>				
	<p>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. Growing- looking at changes in our FS garden. Planting bulbs.</p>	<p>Talks about the life cycle of a plant. Growing- plant a tomato seed</p>	<p>Talks about the life cycle of a plant. Enjoys looking at how plants change. Growing- taking care of our plant and observing change</p>	<p>Science week Enjoys exploring changing states of matter. Makes simple predictions.</p>	<p>Talks about the life cycle of a plant. Enjoys looking at how plants change. Growing- taking care of our plant and observing change</p>

	Discussing places we have visited over the holidays- Busy books	Understands the past through settings, characters and events encountered in books read in class and storytelling.- Robin Hood	Understands the past through settings, characters and events encountered in books read in class and storytelling.- Robin Hood	Describes immediate environment using knowledge from observation, discussion, stories, and maps. Draws information from a simple map. Trip to the Rufford- look at maps and on Google Earth. Names and describes people that are familiar to them- Mother's Day	Describes immediate environment using knowledge from observation, discussion, stories, nonfiction texts, and maps. Photos of the trip look at maps and on Google Earth.	Describes immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Floor book about our trip
	RE Which times are special and why? S&L Which times are special to us (Birthdays, holidays, new sibling)	RE Which times are special and why? S&L Which times are special to us. Children to share their special times and why.	RE Which times are special and why? Which times are special to other people? Discuss the special times we have already learned about (Diwali, Christmas, CNY)	RE Which times are special and why? Which times are special to other people? Discuss the special times we have already learned about (Diwali, Christmas, CNY)	RE Which times are special and why? Introduce Easter as a special time for Christians. Discuss how Easter is celebrated.	RE Understands that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways- Easter Discuss why Easter is a special time for Christians.
EAD	Throughout the half term children will-- 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 an indoor domestic role play area and an outdoor themed role play area- woods/castle					
	Using a range of media- (chalk, wax crayons, pastels, charcoal, paint, water colours, pencil) Experiments with different ways of representing, using diverse materials. Focus Artist- Georgia O'Keeffe	Using a range of media- (chalk, wax crayons, pastels, charcoal, paint, water colours, pencil) Experiments with different ways of representing, using diverse materials.	Using a range of media- (chalk, wax crayons, pastels, charcoal, paint, water colours, pencil) Experiments with different ways of representing, using diverse materials. Mothers Day crafts	Observational drawing of daffodils- pencil & feedback Makes observations and draws pictures of plants (UTW link) Experiments with different ways of representing, using diverse materials, e.g. watercolours, powder paint.	Observational painting of daffodils Makes observations and draws pictures of plants (UTW link) Experiments with different ways of representing, using diverse materials.	Observational painting of daffodils- paint second draft. Makes observations and draws pictures of plants (UTW link) Experiments with different ways of representing, using diverse materials. I can return to and build on what I know from previous learning, refining my ideas and developing my ability to represent them.

Computing	Programming- Recap positional language practically. Uses everyday language to talk about position.	Programming- Recap positional language practically. Uses everyday language to talk about position.	Programming- Beebots Uses everyday language to talk about position.	Programming- Beebots Uses everyday language to talk about position.	Programming- Beebots Uses everyday language to talk about position.	Programming- Beebots Uses everyday language to talk about position.

Floor books - How do you keep healthy

- Growing
- Visit to Rufford
- Easter