

Spring Term 1

Continuous Provision

Malleable shaving foam, play dough, biscuit cutters, rollers, scissors, jewels, small sticks

Sand Different sized metal spoons and containers. Metal moulds, lolly pop sticks, jewels, sticks

Water Metal tea set, variety of bottles (mixed sizes), funnels, slime, shaving foam

Maths/Investigation clocks, telephones, number stones, number books, calculators, puzzles

Role Play Diary, calendar, newspapers and magazines, dressing up dolls, shopping lists, diary

Creative Dough Disco, glitter and glue

Mark Making/Writing Pencils, crayons and felt pens. Different types of paper, painting and play dough

Reading Sharing books to go home, name cards, reading area, logo's within the environment

Small World Wooden dolls house, dinosaurs, farm, animals, story book figures and super heroes, wild animals

Construction A variety of large and small construction materials. Tubes and large wooden bricks

Outdoor Large and small construction, large sandpit, large water area, mud kitchen, risk taking opportunities, bikes and trikes, Trolley with physical resources

**Provision will be enhanced weekly based on the children's interests, next steps and levels of skill. This will be recorded on the weekly plan and evidenced in the environment plan folder.*

Little Learners Medium Term Plan



Lincoln Investigators



This half term we will be:

- Learning about Chinese New Year
- Making our own dragon head and taking part in a dragon dance with the Reception classes
- Becoming more independent and confident when meeting our own needs.
- Make a 3D cathedral
- Become scientists as we explore ice
- Developing our pencil grip
- Learning how to use a balance bike safely

Look out for our sharing our learning mats for Spring 1.

They are focused around:

Chinese New Year, We're Going on a Bear Hunt, Listening, Winter, Lincoln

Celebrations and Events

Chinese New Year (26/01)

Dough Disco/Squiggle Day (11/01)

Bikeability (ongoing from 10.01.23)



Possible books/songs to support our learning...



Come on Daisy (reading spine story)

The Three Little Pigs (Traditional)

The tale of The Chinese New Year

We're Going on a Bear Hunt (reading spine story)

Peace at Last

Bear Snores On

* A new nursery rhyme will be sent home biweekly in our Nursery Rhyme Book

**Themes are used as a starting point in learning. These may be adapted at various points to allow for children's interests to flow through the teaching, learning and provision. The seven areas of learning and development that are used to shape our educational programme at The Meadows Primary School are as follows. All areas of learning and development are important and inter-connected. Many of these opportunities will be developed within children's daily purposefully planned play opportunities.*

Communication and Language - Prime Area

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Intent

Development Matters - Focus points

- Know the nursery rhymes from our nursery rhyme books.
- To be able to understand simple instructions and respond to questions appropriately
- To remember new words and use clearer pronunciation when communication with others
- To learn and talk about animals that hibernate with an adult or a friend
- To discuss and identify the features of winter

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Introduce and explore new nursery rhymes using our Nursery rhyme books.
- Use our name cards as a visual prompt to carry out a task (wash hand and get ready for lunch, get coat and a pass to go outside)
- Use our focus books and knowledge organisers to extend and build our vocabulary, add new vocabulary to our word of the week, revisit the word of the week daily
- Snack time conversation topics (animals that hibernate, nocturnal animals). Adults to model language, questions and conversations. Using open ended questions like 'what do you think will happen if?'
- Use books and the smart board to explore and discover new information about hibernation and winter.

Personal, Social and Emotional Development - Prime Area

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Intent

Development Matters - Focus points

- To know how to manage our emotions in different situations. Become more outgoing with unfamiliar people.
- To know and manage our emotions, happy and sad
- To listen to and follow consistent class rules, understanding why they are important.
- To know our school value - Being respectful and kind
- To begin to understand that I need to share resources when exploring alongside my peers

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Introduce the staff daily, work closely with new children. Introduce and pre warn the children about working with the Balance Bike team.
- Use the emotion board to talk about our feelings and what makes us feel this way. Use consistent strategies to help manage our feelings, "help please", our stop and tidy rule. Support the children when they meet challenges, like zipping their coats
- Use different voices and volume when speaking to encourage listening
- Daily reminder of our Value of the month and collective worship.
- Play games using the magic ball, ring games, team, parachute and lycra games

Physical Development - Prime Area

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent

Development Matters - Focus points

- To move confidently in a range of ways (running, jumping, hopping, climbing, stretching)
- Use our writing ready methods to develop a comfortable grip with good control when holding pens and pencils
- Skip, hop stand on one leg and hold a pose
- Develop our skills to safely ride scooters, trikes and bikes ensuring the safety of others.
- To match appropriate physical movements to tasks and activities.
- To use one handed tools such as tweezers, small spoons and threading resources effectively.
- To begin to use mark making tools (pens, pencils, crayons) independently
- To independently put on my coat and zip it up

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Use games, yoga, movement and song to create movements. Weekly Squiggle while we Wiggle and Dough Disco
- Weekly white board work, supporting the children to develop a good pencil grip. Use pencil grips where needed
- Introduce yoga sessions and ring games
- Introduce different sized balance bikes, trikes and scooters. Use the big playground to explore space on equipment.
- Kick large balls, roll hula hoops and run to catch them, jump off objects and land safely. Balance on the beams and trim trail

Literacy - Specific Area

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Intent

Development Matters - Focus points

- Understand print has meaning, recognizing logo's in the environment and own name.
- I can make connections with familiar logos and letters eg 'McDonalds has a M like me'
- Name and indentify the front, back and beginning of a book, and understand we read a book from front to back
- Turn the pages one at a time as we look through a book from front to back
- I recognise and join in with the repetition in the books *We're Going on a Bear Hunt* and *Peace at Last*.
- Begin to recall and retell familiar stories
- Begin to explore 'Writing Ready' to develop my pencil grip.
- I can copy the letters of my name while using a visual aid
- Develop phonological awareness, to: count or clap syllables in a word
- I use my body to create patterns of movements and sequences of movements

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Classroom labelled with photographs and the written word
- Children have named self registration cards and pegs with individualised stickers. Use self registration cards to send children to a new task.
- Weekly story focus and book exploration
- Shared learning books sent home twice a week
- Work with children as they change their books, can they remember the story?
- Use of seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school- Virtual classroom
- Develop pencil control by developing muscles through Dough Disco and Squiggle while we Wiggle
- Clip boards and writing opportunities within the environment
- Have group white board work weekly
- Use apps on the ipads and smart board to support coordination

Mathematics - Specific Area

Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Intent

Development Matters - Focus points

- Recognise 1, 2 and 3 objects, without having to count them individually.
- To know that each object should only be counted once. To subitise to 3.
- To show an awareness of how numerals are formed and to experiment with own mathematical mark making. To identify, describe and compare groups of objects.
- I am using a range of vocabulary to describe size (S, M, L), movement (fast, slow, jumping, climbing)
- Link numerals and amounts 1-5
- Talk about and explore 2d shapes, circle, square and rectangle.
- To be able to sort shapes according to number of sides (circles and triangles)

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Daily circle time incorporating a range of maths skills (counting the children, adults, boys and girls)
- Counting songs and rhymes - familiar ones and introduce new ones
- Use our fingers to count the days of the school week
- Have a number of the week
- Count actions using 1, 2 and 3 during physical and musical activities.
- Daily using our fingers to find the what number of day it is. Look at different ways to make numbers up to 5. We need 8 outdoor passes to play outside.
- Show 'finger numbers' up to 5.
- Use clear language to describe the properties of shapes. Use different games to explore shapes that are the same or different (shape hunts, parachute, lycra)

Understanding The World - Specific Area

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Intent

Development Matters - Focus points

- Explore and recognise that we are all different but everyone is valued .
- Talk about what we see in our school and community, using a wide vocabulary.
- Talk about the differences between materials and changes they notice when exploring ice
- Explore the weather and the impact it has on us
- Have discussions about immediate family, different types of animals and community

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Explore and learn about Chinese New Year and Dragon dance
- Daily collective worship
- Make a dragons head and a box cathedral.
- Using photographs of our local community and Lincoln (Lincolnshire) to promote conversations.
- Melt Ice cubes (Science experiment)
- Use our family pictures to describe our family and prompt conversations
- Use streamers in the wind or put wellies/ weather proof clothing on to explore in the rain

Expressive Arts and Design - Specific Area

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent

Development Matters - Focus points

- Listen with attention to sounds inside and outside.
- Respond to conversations with adults and peers
- Use bells, triangles and drums to make sounds. Exploring the changes we can make to the volume and the sounds we play
- Using paper, boxes, tape, glue and construction resources to create enclosed objects and models.
- Use self made models in our play
- Draw with increasing complexity and details, adding eyes, eyebrows, ears, nose, mouth and hair
- Show different emotions in their drawings (happy and sad)
- **See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Play sound games, listen to the sounds in our indoor and outdoor environments.
- Daily snack time focused discussions.
- Initially explore the sounds of instruments moving on to changing the volume of our instruments and making different sounds with the instruments.
- Make a dragons head for our Dragon Dance using boxes, masking tape, glue (runny glue and hard glue), paper, scissors sellotape and paint.
- Make a cathedral out of boxes using boxes, masking tape, glue (runny glue and hard glue), paper, scissors, sellotape, and paint.
- Look closely at our art work and plan our drawings.
- Use mirrors to transfer what we see into our art work.

