

Medium Term Planning F2

Term - Spring term

Theme - All Aboard

Texts to support - 1) The Train Ride

2) Mr Gumpy's outing

3) Duck in the truck

4) The journey home from grandpas

5) Pizza for pirates

6) Teatime in space

Events and Outings - Chinese New Year, visit to Sundown, Easter

Communication and Language		
Intended Outcomes	Activities	Progression
<p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play</p>	<p>Focus text - (see list)</p> <p>Story time</p> <p>Singing rhymes/songs</p> <p>Small world/Drama/role play - retelling story</p> <p>Talking tables - building up vocabulary</p> <p>Sequencing story cards</p> <p>Following classroom instructions eg tidy up time</p> <p>Sharing time/circle time -preparing for a trip</p> <p>Pictoy packs</p>	<p><i>Alter size of group 1:1, small group, class group</i></p> <p><i>'Play clever' in small world - name objects, add descriptive word, add action word, make simple story</i></p> <p><i>Increase number of steps in sequence</i></p> <p><i>Have props to support story</i></p> <p><i>Tell story rather than read story</i></p> <p><i>Adding intonation to add interest</i></p> <p><i>Widen/very range and type of question</i></p>

Personal, Social and Emotional

Intended Outcomes	Activities	Progression
<p>Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Small world - story settings</p> <p>Role play - Train station, garage</p> <p>Drama - re-enacting stories using masks etc</p> <p>Construction - table top/construction area - introduce axels and wheels</p> <p>Circle time - where would you go? Road safety etc</p> <p>Games - 'Race to count', 'Rocket game'</p> <p>Baking, making pizza</p> <p>Sharing celebrations</p> <p>Going on a visit out of school - widening experiences</p>	<p><i>Follow 'Play clever' structure in small world</i></p> <p><i>Use language appropriate to specific roles</i></p> <p><i>Use extended sentences/connectives</i></p> <p><i>Alter size of group and adult support</i></p>

Physical

Intended Outcomes	Activities	Progression
<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding of good practices with regard to exercise, eating, sleeping .</p> <p>Shows understanding of the need for safety when tackling new challenges, and manages risks</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through equipment</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching, kicking</p> <p>Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Tracing letters/writing name</p> <p>Squiggle While You Wiggle</p> <p>Workshop - scissors, glue sticks, box models of vehicles etc</p> <p>Using clay etc</p> <p>PE sessions in the hall using both large and small equipment</p> <p>Getting changed for PE</p> <p>Independent snack time</p> <p>Free play outside on fixed apparatus</p> <p>Talk about healthy foods</p>	<p><i>Level of adult support</i></p> <p><i>Grips/supports on pencils</i></p> <p><i>Cutting to a line/shape/different materials</i></p> <p><i>Size of apparatus used</i></p> <p><i>Increase range of apparatus used in PE</i></p> <p><i>Physical skills needed for baking/food preparation eg, cutting vegetables etc</i></p>