

West Ashton C of E Primary School Medium Term Plan
New Life - suggested activities which will change according to the children's interests

Year: EYFS Date: Spring Term 2 2021-22 Teacher: Sandra Meehan Class: Shooting Stars							
Children have free flow access to the outdoor area at all times where learning though play is encouraged and activities are child initiated.							
EYFS age band assessment Working Towards Working within	<u>Birth to 3 years</u>		<u>3 to 4 years</u> Oliver, Charlie, Sebastian, Marcey, Everly, Iris, Arabella, Cole, Johnny, Wilson, Rhiannon		<u>Reception</u> Ava, Imogen, Maxine, Vienna, Evan, Max, Robert, Luca		<u>ELG's</u>
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	N/A
Curriculum Concepts	Beauty, Passion, Well-Being, Strength	Beauty, Passion, Well-Being, Strength	Beauty, Passion, Well-Being, Strength	Beauty, Passion, Well-Being, Strength	Beauty, Passion, Well-Being, Strength	Beauty, Passion, Well-Being, Strength	
HOOKS AND EXPERIENCES:	Spring Spring walk	Spring weather watch	New Life - Flowers	New Life - Animals	New Life -Life Cycles	Easter	
Thinking and creating critically	I understand that Spring is one of four seasons and comes between winter and summer.	I can identify types of weather linked to Spring.	I know that flowers grow in spring and understand the weather conditions they need to be able to grow.	I know that lots of animals are born in spring.	I am beginning to understand that all living things go through a 'life cycle'	I know why we celebrate Easter.	
Active learning opportunities (motivation)	Share with the children the story Seren's Seasons (PowerPoint term 4 week 1). Ask the children if they know what a season is? Gather their knowledge and ideas. Explain to the children that there are 4 seasons. Spring, summer, Autumn and Winter. What does each season present i.e. summer-hot, nice weather, Autumn-leaves fall off trees, Winter - cold, snow. Spring - new life, warmer days.	What is the weather like today is it hot, cold, sunny, snowing? Listen to the link from children radio 'Seasons' https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-seasons/zvgj47h What have you learnt about the weather over the seasons? We are moving into Spring, what weather would we expect to see in the Spring?	Share with the children the story of the 'Little Acorn' (term 4 week 3) Ask the children what happened to the little acorn in the spring? Can they tell you that he started to grow and what he needed to grow? Explain to the children that this week we are going to look at new life, specifically the life of flowers. Ask the children to tell you what they already know. Explain that we are going to grow our own flowers. Share with them the 'How to Grow a Plant' poster (twinkl) This is a set of instructions that we must follow. Show the children the seed/bulb and discuss what you are doing as you do it. Set the children off to plant their own seed/bulb.	In the springtime lots of animals are born. Which animals do you think might be born in spring? Share ideas with children. This week we are going to look closely at some of the babies that are born, Tell the children that we are expecting a very special delivery, some duck eggs! Explain that we are going to look after the eggs, nurture them and observe the eggs as baby ducklings are born. Everyday care for the eggs and the ducks as they grow, discuss what the ducklings need to thrive i.e., warmth, food, water etc. Record duckling diary's with the children. Ensuring that they draw pictures and form	Take a close look at the tadpoles, has anything changed? What are we looking for? What will the tadpoles become? Explain to the children that watching the tadpoles evolve is watching their life cycle begin. What is a life cycle? Do any of the children know. Share the story 'Tadpoles' with the children once again and find the step in which the tadpoles have currently met. On the IWB map out the journey of the tadpoles as a class (draw the journey in a circle so as the children begin to understand that it is a cycle.	Share with the children the 'Easter Journal' (term 4 week 6) Discuss the different ways in which Easter is celebrated ie going to church, eating chocolate eggs, looking for new life. This week we are going to have a week of fun Easter activities. Show the children some of the resources we have to help us have fun at Easter, ask the children what they would like to do to celebrate Easter this week, mind map their ideas.	

				<p>sentences showing understanding of the duckling's development.</p> <p>Record the ducklings as they grow and post videos on Dojo so as children can share the experience with their families.</p>			
Playing and exploring (engagement)	Dressing up in clothes from each season, Explore the outdoors (what is changing).	Role play in the outdoors, mud kitchen with lots of spring flowers and herbs. Weather resources, umbrella, wellies, water etc	Role play in the outdoors, mud kitchen with lots of spring flowers and herbs. Planting station.	Dressing up, vets, farm	Drawing, colouring, dressing up, vets, farm.	Easter egg hunt, Easter craft, role play, dressing up	
<p>LITERACY: comprehension, word reading and writing.</p> <p>COMMUNICATION AND LANGUAGE: listening, attention and understanding, Speaking</p>	<p>Ask the children what season we are in now (they may say winter or spring) explain that it will soon be spring, what changes when it is spring. Look together at the PowerPoint 'Spring' (term 4 week 1).</p> <p>This term we are going to be learning all about Spring. What could we learn about, gather the children's idea and mind map. Set the children the task of drawing a spring picture, What does spring look like to them, discuss their drawings with them and annotate their ideas.</p>	<p>Is it Spring yet? This week we are going to look closely at the weather, share with the children the weather wheel and work sheet (term 4 week 2). Every day document the weather on the work sheet, discuss the weather, is it spring weather? How do you know? Focus on vocabulary around weather and ensure children show understanding of what the weather is each day.</p>	<p>Why do we grow flowers, plants in the spring and why do trees grow new buds in the spring? Talk about the weather and what a plant needs to grow. Share the PowerPoint 'the Life Cycle of a Plant' (term 4 week 3). Which part happens in the spring?</p> <p>Now let's look at the different parts of the plant (PowerPoint Parts of the plant term 4 week 3).</p> <p>Listen with the children the EYFS radio - spring, follow the instructions. https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-spring/zr4h7nb</p> <p>Children to have a go at the 'Plant Growth Sequence Activity' (twinkl).</p>	<p>It is not just ducklings that are born in the spring but all different kinds of animals. Share the story 'Tadpoles' (from our reading collection) with the children. Tadpoles are only born in spring. Show the children the tadpoles that we have in class and explain that we are going to look after them and watch them grow over the next few weeks. What stage are the tadpoles at now? Children to draw a picture of the tadpoles as they look now and write a sentence to describe them.</p>	<p>Share with the children the story of 'The Cautious Caterpillar' (term 4 week 5).</p> <p>Explain to the children that just like tadpoles, butterfly's go through a life cycle. Can the children explain a butterfly's life cycle, map out their ideas on the white board. Share with the children the Cautious Caterpillars life cycle PowerPoint (term 4 week 5) discuss as you work through the PowerPoint.</p> <p>Show the children the butterfly kit that we have and explain that together we are going to watch butterflies grow and develop just like the tadpoles.</p> <p>Everyday revisit and look at the stage the butterflies are at.</p> <p>Children to have a go at the butterfly life cycle worksheet (term4 week 5)</p>	<p>Share PowerPoint 'why we celebrate Easter' (term4 week 6). Discuss any areas children are still unsure of.</p> <p>Easter activity week.</p>	
ROLE-PLAY	Home corner, mud kitchen with lots of fresh flowers, herbs etc to explore. Pot planting station, Wellie, Water						
CONSTRUCTION	Exploring construction materials - children to have free reign (what are their interests).						
SMALL WORLD	Happy land train track and trains people and dolls house Lego						
OUTSIDE AREA	large construction home corner water play messy kitchen, shapes and numbers in the natural environment						
MATHS	<p>Number blocks (NCETM) YR1 EP 1.1 & 1.2</p> <p>Compare mass and capacity (WRM -Alive in 5)</p>	<p>Number blocks (NCETM) YR1 EP 1.3 & 1.4</p> <p>Length and height (WRM -</p>	<p>Number blocks (NCETM) YR1 EP 1.5 & 1.6</p> <p>Time (WRM- Growing 6,7,8)</p>	<p>Number blocks (NCETM) YR1 EP 1.7 & 1.8</p> <p>9 and 10 (WRM - building 9 and</p>	<p>Number blocks (NCETM) YR1 EP 1.9 & 1.10</p> <p>3D shapes (WRM - building</p>	<p>Number blocks (NCETM) YR1 EP 1.11 & 1.12</p> <p>Patterns (WRM -building 9</p>	.

	Encourage children to make direct comparisons in weight by holding items to estimate which feels the heaviest, then introduce weighing scales and weigh the items to check. Prompt children to use language of heavy, heavier than, heaviest, light,	Growing 6,7,8) Encourage children to use the language of length and height ie. The tree is tall, the pencil is short. Encourage more specific mathematical language relating to length (longer, shorter), height (taller, shorter), breadth (wider, narrower). Encourage the children to make indirect comparisons using objects such as blocks or cubes to measure items e.g. the sand tray is four blocks long, the table is five blocks long, the table is longer.	Children to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They begin to recognise that regular events happen on the same day each week and use the vocabulary yesterday, today and tomorrow.	10) Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Arranging 9 and 10 into small groups so as they can conceptually subitise these larger numbers and explore their composition. Children notice that a 10 frame is full when there is 10. They can use a 10 frame, fingers and bead strings to subitise groups of 9 and 10. Children explore number bonds to 10 and one-to-one correspondence using real objects in different contexts e.g. there are 10 apples, how many are on the ground, how many are in the tree? Manipulatives such as tens frames, fingers, bead strings etc should be used for consolidation.	9 and 10). Children will naturally explore and manipulate 3D shapes through block play and modelling. Prompt them to consider which shapes stack and which shapes roll and why that is. Give the children opportunity to build using a variety of shapes and construct their own 3D shapes in different ways. Introduce children to the names of shapes and explore the similarities and differences between them.	and 10) Build on the children's earlier AB pattern work by introducing more complex patterns. The children explore patterns which use items more than once in each repeat i.e.ABB, AAB, AABBB, AABBBB..... ensure that each pattern modelled has at least three full units of repeat, encourage the children to say each pattern out loud and to create patterns around the edge of shapes as well as in straight lines.	
PHONICS	Little Wandle Letters and Sounds Revised, spring term 2	Little Wandle Letters and Sounds Revised, spring term 2	Little Wandle Letters and Sounds Revised, spring term 2	Little Wandle Letters and Sounds Revised, spring term 2	Little Wandle Letters and Sounds Revised, spring term 2	Little Wandle Letters and Sounds Revised, spring term 2	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. Jigsaw - I understand that I need to exercise to keep my body healthy.	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. Jigsaw - I understand how moving, and resting are good for my body.	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. Jigsaw - I know which foods are healthy and not so healthy and can make healthy eating choices.	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. Jigsaw - I know how to make myself go to sleep and understand why sleep is good for me.	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. Jigsaw - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. Jigsaw - I know what a stranger is and know how to stay safe if a stranger approaches me.	
EXPRESSIVE ARTS AND DESIGN	Colour and construct a season's wheel, (term 4 week 1), through conversation ensure children understand that there are four seasons and that each season presents its self in different ways. Paint, colour, draw pictures of Spring.	Sing songs linked to weather i.e. its raining, its pouring. The sun has got his hat on (ideas found in term 4 week 2). Finish season wheels. Paint, colour, draw pictures of spring.	Make paper doily flowers (Twinkl Paper flower craft) Mothers day flower bouquet Watch the flowers grow song. https://www.youtube.com/watch?v=H8md7B_XYZw	Making Easter cards Painting, colouring, drawing, cutting and sticking of new life pictures Share the hymn 'All things bright and beautiful' what does the song tell us? https://www.youtube.com/watch?v=FT_oDqOE6pc	Making ducklings, butterflies and frogs for our display. Easter craft activities. Share the hymn 'All things bright and beautiful' what does the song tell us? https://www.youtube.com/watch?v=FT_oDqOE6pc	Easter craft activities Easter egg hunt Share the hymn 'All things bright and beautiful' what does the song tell us? https://www.youtube.com/watch?v=FT_oDqOE6pc	

HOMEWORK/ PARENT LINK	Go on a spring walk, what signs of spring can you find. Take pictures and share them on Dojo. Practice phonic sounds and tricky words Ensure you read daily.	Look closely at the weather when at home, how is it changing. Talk to your parents about the weather, tell them how you know that spring is coming. Practice phonic sounds and tricky words Ensure you read daily.	Look at the flowers, plants and trees in your garden and surrounding area, what signs of new life can you see, share these with your parents. Share your knowledge with us at school. Practice phonic sounds and tricky words. Ensure you read daily.	Share your knowledge of 'new life' with your family, perhaps see if you can spot lambs in the field or tadpoles in a pond whilst out for a walk. Practice phonic sounds and tricky words. Ensure you read daily.	Can you tell your parents all about the life cycle of ducks, butterflies and tadpoles. Share your knowledge with others. Practice phonic sounds and tricky words. Ensure you read daily	Enjoy sharing your knowledge of Easter with your family. Practice phonic sounds and tricky words. Ensure you read daily	
FS1 COMMUNICATIO N BOOST	<p><u>Focus on Listening</u> Target: Attention and Listening.</p> <p>Sit down/stand up! (alternative to musical bumps)</p> <p>Play this as a listening game first with the music only. Encourage all of the children to dance when the music is playing and then when the music stops get all of the children to stop!</p> <p>Extend- Add further information to the instruction (colour or description of item) e.g. Sit down if you're wearing a green/stripy spotty t-shirt etc.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p>	<p><u>Understanding the language</u> Washing line game"</p> <p>Before you start the activity make a washing line from a piece of string (long enough to hold all of the items of clothing). Talk to the children about what you have made: "I have made a washing line. We're going to put all the clothes on here".</p> <p>Create the scenario that you need to put all of the washing on the line. What do we need to put the clothes on the line? If they can't guess give them the first sound "p..?Pegs!"</p> <p>Give each of the children a turn to put an item on the line e.g. "Put the socks on the line" (key word underlined). As the children peg the item of clothing on the line, sing:</p> <p>Extend- You can give each child 2 things to put on the line. Do a role reversal and ask one of children to tell you what to put on the line.</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p>	<p><u>Understanding language</u> Getting dressed</p> <p>You need 2 toys to dress. Give each child an instruction e.g. Put the hat on the doll (key words underlined).</p> <p>If they pick up the wrong item of clothing or put it on the wrong person/toy, encourage them to "listen again" and then repeat the instruction. If they are still unsure then break the instruction into 2 parts e.g. "Find the hat". When they have found the hat then say, "Put it on the doll".</p> <p>Extend: encourage children to put on own coats, shoes independently.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p>	<p><u>Understanding language</u></p> <p>Place all of the clothes in a bag. Place a teddy/doll (or a favourite toy that could wear the clothes) in front of the children. Take it in turns to take an item of clothing out of the bag. Ask the children, "Who would wear this? You or the teddy (or toy at front)?" Talk about how it's too small to fit them or too big for toy etc.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p>	<p><u>Talking (spoken language)</u></p> <p>To do this game you will need to make some of the clothes dirty (using something that will rub off or wash out easily). Put all of the clothes in a pile on the floor. Create the scenario: "Look some of these clothes are dirty. What can we do with them? What will make them clean? What do clothes go in when they are dirty?"</p> <p>Tell the children how you need to sort them into piles: clean and dirty. If you have one in your setting you could sort the dirty clothes into the toy washing machine, or you could use a picture of a washing machine.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p>	<p><u>Talking (spoken language)</u></p> <p>Place 3 items of clothing from the box in front of the children. Talk about what they are e.g. trousers, socks, jumper. Cover them over with a blanket and get the children to close their eyes. Remove one of the items. You could wave a magic wand over the blanket, "Abracadabra, what's gone?" Encourage the children to name what's missing.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p>	
Interventions	Talk boost - FS1	Talk boost -FS1	Talk boost -FS1	Talk boost -FS1	Talk boost -FS1	Talk boost -FS1	

FS1 Next Steps	Develop further skill in listening and attention during carpet time.	Develop further skill in listening and attention during carpet time.	Develop further skill in listening and attention during carpet time.	Develop further skill in listening and attention during carpet time.	Develop further skill in listening and attention during carpet time.	Develop further skill in listening and attention during carpet time.	
FS2 Next Steps	Continue to develop fine motor skills i.e. pencil control. Skills in listening and responding especially during focused learning.	Continue to develop fine motor skills i.e. pencil control. Skills in listening and responding especially during focused learning.	Continue to develop fine motor skills i.e. pencil control. Skills in listening and responding especially during focused learning.	Continue to develop fine motor skills i.e. pencil control. Skills in listening and responding especially during focused learning.	Continue to develop fine motor skills i.e. pencil control. Skills in listening and responding especially during focused learning.	Continue to develop fine motor skills i.e. pencil control. Skills in listening and responding especially during focused learning.	

Adult directed
Learning through Play
Specifically for Fs1