

Medium Term Planning

Spring Term

EYFS	Spring 1	Spring 2
Theme/Topic	Dinosaurs	Where I live
Visit/Visitors	Seven Stories	A walk around Durham / visit Cathedral
RE	<p>Celebrating</p> <p>Children will learn what a celebration is.</p> <p>Children will learn how the parish family celebrate.</p> <p>Children will acquire the skills of assimilation celebration and application of the above.</p> <p>Gathering</p> <p>Children will know how and why people gather together.</p> <p>Children will understand the joy of gathering together to celebrate at Mass.</p> <p>Children will acquire the skills of assimilation, celebration and application of the above.</p> <p>Growing</p> <p>Children will that Spring is a time when things begin to grow.</p> <p>Children learn about Lent – a time to grow in love to be more like Jesus and to look forward to Easter.</p> <p>Children will acquire the skills of assimilation, celebration and application of the above.</p> <p>Islam</p>	
Communication and Language	<p>Speaking and listening:</p> <p>Stories and rhymes</p> <p>Role play and small world using own narratives</p> <p>Speech and language interventions</p> <p>Brief outline of learning objectives for this term are:</p>	

	<p>Maintain attention, concentrate and sit quietly during appropriate activity</p> <p>Two-channelled attention—listen and do for short span</p> <p>Respond to instructions involving two part sequence, able to follow a story without pictures or props, listen and respond to ideas expressed by others</p> <p>Builds up vocabulary that reflects the breadth of their experience, extends vocabulary; exploring meaning and sounds of new words, introduces a storyline or narrative into their play, uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>
Reading	<p>Continue to blend words and recognise more high frequency words</p> <p>Use phonetic knowledge for reading</p> <p>Develop a love for reading</p> <p>Read a range of fiction and non-fiction texts</p>
Writing	<p>Continue to independently write own name and other things such as labels, captions.</p> <p>Attempt to write short sentences in meaningful contexts.</p> <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Write some high frequency words</p> <p>Consolidate letter formation</p> <p>Begin to explore simple punctuation</p>
Mathematics	<p>Numbers, Shape, Space and Measure</p> <p>Recognising and forming numbers</p> <p>Number bonds to 5 using different representations</p> <p>Counting to 6,7 and 8 with an in depth understanding of these numbers and different representations of them</p> <p>Counting to 9 and 10 with an in depth understanding of these numbers and different representations of them</p> <p>Comparing groups up to 10</p> <p>Combining two groups to find the whole</p> <p>Number bonds to 10 (ten frame and part-whole model)</p> <p>Spatial awareness</p>

	Use mathematical language to describe 3-D and 2-D shapes
Physical Development PE/writing/construction/ playtime	Dance Explore different movements, compose and link movement phrases to make simple dances with a clear beginning, middles and ends Games Follow Instructions Use and travel with equipment safely Continue developing fine motor skills Move confidently in a range of ways Use increasing control over an object e.g. throwing and catching etc.
Personal, Social and Emotional Development This area will be supported during circle time/stories/school trips/playtime/RE/Collective Worship	Taking turns and sharing Helping each other and asking for help Being interested in each other's interests, feelings and ideas Form positive relationships with other children and adults Road safety Staying safe Brief outline of learning objectives are: Can play in a group, initiate play and respond to other, initiate conversations taking account of what others say, ask appropriate questions and take steps to resolve conflict with others by finding a compromise and plays co-operatively, taking turns with others. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to speak to others about own wants, needs interests and opinions and can describe self in positive terms and talk about activities Can usually adapt behaviour to different events, social situations and changes in routine. Aware of own feelings and know that some actions and words can hurt others. To show comfort to others they have upset. Aware of the boundaries set, and of behavioural expectations in the setting, To negotiate and solve problems.
Understanding the World	Dinosaurs

<p>Technology</p>	<p>Discuss what children already know about dinosaurs and what they would like to find out during this topic.</p> <p>When did dinosaurs exist?</p> <p>Names and facts</p> <p>Fossils</p> <p>Volcanoes</p> <p>Where I Live</p> <p>Children will develop an understanding of our local area and look at similarities and differences between places and homes.</p> <p>Homes past and present</p> <p>England</p> <p>Durham</p> <p>London</p> <p>Other countries or places(children's interests)</p> <p>Learn how to log in to the computer using individual log in cards and how to log off</p> <p>Learn basic mouse and keyboard skills</p> <p>Complete a simple program on the computer</p> <p>Manage apps on I-pads independently</p>
<p>Expressive Arts and Design</p>	<p>Create sounds with different musical instruments</p> <p>Use imagination in role play and small world- The role play corner will be set up as a hospital and dinosaurs will be available for the children to play with</p> <p>Sing songs</p> <p>Brief outline of learning objectives for this term are:</p> <p>Explores and learns how sounds can be changed</p> <p>Explores colour and how colours can be changed, shows a developing interest in texture</p>

Use construction to make enclosures and create spaces, join construction pieces together to build and balance

Make up songs and rhythms

Build up stories around toys and use available materials to make props

Capture experiences and responses with a range of media such as music, dance, paint, and other materials or words

Create simple representations of events, people, and objects

Play co-operatively as part of a group to develop and act out a narrative