




Year R Medium Term Topic Planning-Spring 2 Weeks 1-4

Let's pretend objectives

Reading	Writing / Mark making	Linking sounds and letters	Speaking and Listening
<ul style="list-style-type: none"> • Blending simple, cvc and more complex words e.g. 2-syllable • Goldilocks and the Three Bears • Humpty Dumpty • Jack and Jill • Incy Wincy Spider • Little Red Hen • 3 Little Pigs • Story sacks • Sequencing well known stories • Pie Corbett method for story telling 	<ul style="list-style-type: none"> • Writing table • Simple sentences • Initial and cvc sound words • Letters to characters (postbox) • Shared writing- Little Red Hen focus • Individual folding books- Incy Wincy Spider focus • Labelling • Speech bubbles • Story road (pictorial) • Sequencing • Posters 	<p>See separate planning sheet</p> <p>Rhyming words</p> <p>Alliteration</p>	<ul style="list-style-type: none"> • All About Me bag • Story tapes • Hot seat Goldilocks and the three bears • Hot seat Little Red Hen • Acting out stories • Story sacks • Puppet theatre • Little Red Hen rap
Mathematics	Physical Development	Understanding the World	
<ul style="list-style-type: none"> • To count aloud in 1s, 2s, 5s and 10s • To count repeated groups of the same size • To describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices e.g. height of chairs, 3 bears/height of Humpty's wall etc • To sort familiar objects to identify similarities and differences, making choices and justifying their decisions • Count how many objects share a particular property, presenting results using pictures, drawings or numerals • Measurement: use language such as greater, smaller, heavier or lighter to compare quantities • Use water to estimate, measure and compare the capacity of buckets 	<ul style="list-style-type: none"> • Separate PE planning- gym and dance • See Outdoor planning • Malleable materials to make models of Humpty • Jumping and landing safely with bent knees so they don't break like Humpty • Draw a chalk spider web on the playground for chn to travel around 	<ul style="list-style-type: none"> • Investigate how water behaves as it is poured through funnels, tubes and sieves • 3 Little pigs: materials to build houses out of straw, bricks and sticks • Bread tasting • Hawthorne Centre: <ul style="list-style-type: none"> - To investigate nature and living things - Learning that animals need shelter, water, air and food to survive - Care and respect for living things 	
<div>  <p>Let's Pretend Hook – Hot seat Goldilocks Outcome –</p> </div>			
Personal, Social and Emotional Development	Expressive Art & Design Dance, Music & Singing	Expressive Art & Design Art	
<ul style="list-style-type: none"> • All About Me bag • PSHE separate planning • Circle time: talk about feelings children have when something is broken- brain storm ideas about how the king's men could fix Humpty • Read <i>Little Lumpty</i> by Miko Imai- talk about what he did and why he decided climb the wall • Jack and Jill link: importance and uses of water • Circle time: Jack and Jill- role play fall and talk about how to help somebody who has fallen down • How could Jack and Jill have carried the water without spilling it? What other objects do we need to carry safely? • Circle time: Little Red Hen- helping each other 	<ul style="list-style-type: none"> • See separate plans • Outdoor provision • Clap and play musical instruments to rap • Singing nursery rhymes 	<ul style="list-style-type: none"> • Make sparkly webs on black paper (using watered down glue and glitter) • Masks for story/rhyme characters • Paper bag puppets • Paint/draw events from stories and rhymes to sequence as a whole class 	

Understanding the World ICT	Expressive Art & Design Role-play / puppets	Construction / small world
<ul style="list-style-type: none"> Cbeebies- stories and rhymes http://www.bbc.co.uk/cbeebies/drilldown/stories/2/4/1/ Espresso Painting programmes and labelling work 	<ul style="list-style-type: none"> Puppet theatre and story sacks to act out stories and rhymes Role play as characters, hot-seating 	<ul style="list-style-type: none"> Construction kits to build objects relating to stories- Humpty Dumpty's wall, 3 Bears' items, houses for the 3 little pigs Role play using small world items
Cooking	Outdoor Opportunities	Sand / Water
<ul style="list-style-type: none"> Porridge Making bread 	<p><i>Continuous provision</i></p>	<ul style="list-style-type: none"> Capacity and pouring using tea sets in water Incy Wincy Spider- tubes Sieves Buckets Sand- make hills for toys to walk up and down



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Literacy - Reading	Literacy - Writing / Mark making	Communication and Language
<p>Literacy 30-50m</p> <ul style="list-style-type: none">■ Listen to and join in with stories and poems, one-to-one and also in small groups.■ Begin to be aware of the way stories are structured■ Suggest how the story might end.■ Show interest in illustrations and print in books and print in the environment.■ Handle books carefully.■ Know information can be relayed in the form of print.■ Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>40 to 60 months</p> <ul style="list-style-type: none">■ Continues a rhyming string.■ Hears and says the initial sound in words.■ Can segment the sounds in simple words and blend them together and knows which letters represent some of them.■ Links sounds to letters, naming and sounding the letters of the alphabet.■ Begins to read words and simple sentences.	<p>Handwriting/mark making <i>Physical Development: Moving and Handling</i> 30-50m</p> <ul style="list-style-type: none">■ Draws lines and circles using gross motor movements.■ Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.■ Holds pencil between thumb and two fingers, no longer using whole-hand grasp.■ Holds pencil near point between first two fingers and thumb and uses it with good control■ Can copy some letters, eg letters from their name <p>40-60m</p> <p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none">■ Handles tools, objects, construction and malleable materials safely and with increasing control.■ Use simple tools to effect changes to the materials.■ Shows a preference for a dominant hand.■ Begins to use anticlockwise movement and retrace vertical lines.■ Begin to use anti-clockwise movement and re-trace vertical lines■ Begin to form recognisable letters <p>Literacy: Writing</p> <p>30-50m</p> <ul style="list-style-type: none">■ Sometimes give meaning to marks that they create■ Ascribe meanings to marks that they see in different places <p>40-60m</p> <ul style="list-style-type: none">■ Gives meaning to marks they make as they draw, write and paint.■ Hears and says the initial sound in words.■ Can segment the sounds in simple words and blend them together.■ Links sounds to letters, naming and sounding the letters of the alphabet.■ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.■ Writes own name and other things such as labels, captions.■ Attempts to write short sentences in meaningful contexts	<p>Communication and Language: Listening and Attention 30-50m</p> <ul style="list-style-type: none">■ Listens to others one to one or in small groups, when conversation interests them.■ Listens to stories with increasing attention and recall.■ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.■ Focusing attention - still listen or do, but can shift own attention.■ Is able to follow directions (if not intently focused on own choice of activity). <p>40-60m</p> <ul style="list-style-type: none">■ Maintains attention, concentrates and sits quietly during appropriate activity.■ Two-channelled attention - can listen and do for short span <p>Understanding 30-50m</p> <ul style="list-style-type: none">■ Beginning to understand 'why' and 'how' questions. <p>40-60m</p> <ul style="list-style-type: none">■ Able to follow a story without pictures or props.■ Listens and responds to ideas expressed <p>Speaking 30-50m</p> <ul style="list-style-type: none">■ Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).■ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.■ Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.■ Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).■ Uses intonation, rhythm and phrasing to make the meaning clear to others.■ Uses vocabulary focused on objects and people that are of particular importance to them.■ Builds up vocabulary that reflects the breadth of their experiences.■ Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle</i>. <p>40 to 60 months</p> <ul style="list-style-type: none">■ 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.■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.■ Introduces a storyline or narrative into their play.
Linking sounds and letters		
<ul style="list-style-type: none">■ Show awareness of rhyme and alliteration.■ Recognise rhythm in spoken words.■ Continue a rhyming string.■ Hear and say the initial sound in words and know which letters represent some of the sounds.■ Hear and say sounds in words in the order in which they occur.■ Links sounds to letters naming and sounding the letters of the alphabet.■ Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.		



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Mathematics	Physical Development Gross Motor	Understanding the World
<p>Number 30-50m</p> <ul style="list-style-type: none"> ■ Use some number names accurately in play. ■ Sometimes match number and quantity correctly. <p>Knows that numbers identify how many objects are in a set.</p> <p>40-60m</p> <ul style="list-style-type: none"> ■ Recognise some numerals of personal significance. ■ Recognises numerals 1 to 5. ■ Counts up to three or four objects by saying one number name for each item. ■ Counts actions or objects which cannot be moved. ■ Counts objects to 10, and beginning to count beyond 10. ■ Counts out up to six objects from a larger group. ■ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects <p>Counts an irregular arrangement of up to ten objects.</p> <ul style="list-style-type: none"> ■ Uses the language of 'more' and 'fewer' to compare two sets of objects ■ Finds one more or one less from a group of up to five objects, then ten objects. <p>Shape, space and measure</p> <ul style="list-style-type: none"> ■ Show an interest in shape and space by playing with shapes or making arrangements with objects. ■ Show awareness of similarities in shapes in the environment. ■ Uses positional language. ■ Show interest in shape by sustained construction activity or by talking about shapes or arrangements. ■ Use shapes appropriately for tasks. ■ Begin to talk about the shapes of everyday objects. <p>40-60m</p> <ul style="list-style-type: none"> ■ Can describe their relative position such as 'behind' or 'next to'. ■ Orders two or three items by length or height. ■ Orders two items by weight or capacity. ■ Uses everyday language related to time. ■ Beginning to use everyday language related to money. ■ Orders and sequences familiar events. 	<p>Movement and handling</p> <p>30-50m</p> <ul style="list-style-type: none"> ■ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ■ Can stand momentarily on one foot when shown. ■ Can catch a large ball <p>40-60m</p> <ul style="list-style-type: none"> ■ Experiments with different ways of moving. ■ Jumps off an object and lands appropriately. ■ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ■ Travels with confidence and skill around, under, over and through balancing and climbing equipment. ■ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Health and self care</p> <p>22-36m</p> <ul style="list-style-type: none"> ■ Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. ■ Beginning to be independent in self-care, but still often needs adult support. <p>30 to 50 months</p> <ul style="list-style-type: none"> ■ Can tell adults when hungry or tired or when they want to rest or play. ■ Observes the effects of activity on their bodies. ■ Understands that equipment and tools have to be used safely. ■ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. ■ Can usually manage washing and drying hands. ■ Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>40 to 60 months</p> <ul style="list-style-type: none"> ■ Usually dry and clean during the day. ■ Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. ■ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.. 	<p>People and Communities</p> <p>30-50m</p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> ■ Remembers and talks about significant events in their own experience. ■ Recognises and describes special times or events for family or friends. ■ Shows interests in different occupations and ways of life ■ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>40-60m</p> <ul style="list-style-type: none"> ■ Enjoys joining in with family customs and routines <p>The World</p> <p>30-50m</p> <ul style="list-style-type: none"> ■ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world <p>40-60m</p> <ul style="list-style-type: none"> ■ Looks closely at similarities, differences, patterns and change.



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Personal, Social and Emotional Development	Expressive Art & Design Creating Music & Dance	Expressive Art & Design Art
<p>Making Relationships 30 to 50 months</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>40 to 60 months</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self Confidence and Self awareness. 30 to 50 months</p> <ul style="list-style-type: none"> Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p>40 to 60 months</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Managing Feelings and Behaviour 30 to 50 months</p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. <p>40 to 60 months</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Exploring media and using materials 30-50m</p> <ul style="list-style-type: none"> Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms Explores and learns how sounds can be changed <p>40-60m</p> <ul style="list-style-type: none"> Explores the different sounds for instruments <p>Being Imaginative 30-50m</p> <ul style="list-style-type: none"> Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60m</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Exploring media & Materials</p> <ul style="list-style-type: none"> Begin to construct stacking blocks vertically and horizontally making enclosures and creating spaces. Explore what happens when they mix colours. Choose particular colours to use for a purpose. Experiment to create different textures. Create constructions, collages, painting and drawings. Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes. Work creatively on a large or small scale. Explore colour, texture, shape, form and space in two or three dimensions. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Being Creative</p> <ul style="list-style-type: none"> Talk about personal intentions, describing what they were trying to do. Respond to comments and questions, entering into dialogue about their creations. Make comparisons and make new connections . Respond in a variety of ways to what they see, smell, touch and hear. Express and communicate their ideas, thoughts and feelings by using a widening range of materials , suitable tools, imaginative and role play, movement, designing and making and a variety of songs and musical instruments

Understanding the World ICT	Expressive Art & Design Role-play / puppets Construction / small world
<p>30-50m</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones <p>40-60m</p> <ul style="list-style-type: none"> Completes a simple program on a computer. 	<p>being Imaginative 40-60m</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative