

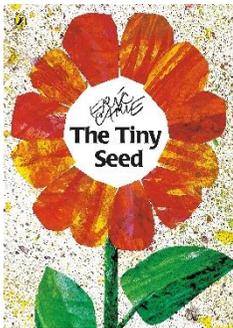


## EYFS MEDIUM TERM PLANNING – SPRING 1

### THEME: GROWING UP

**First hand experience:** Forest school, allotment, garden centre, park

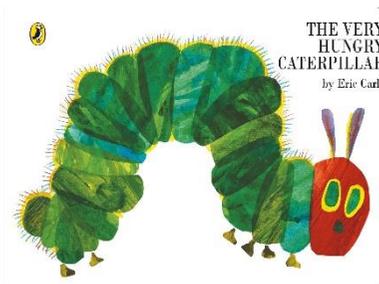
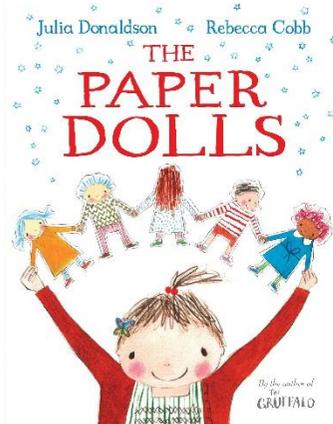
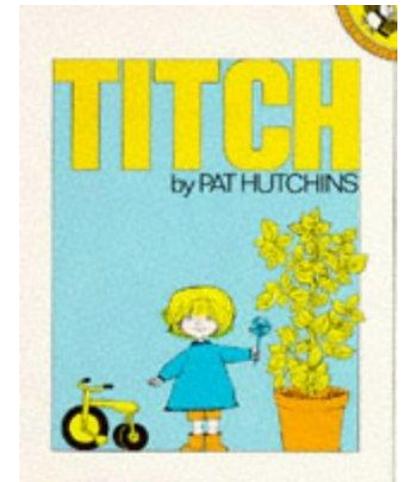
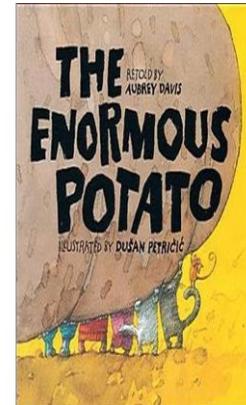
**Key vocabulary:** Plant, seed, big, little, soil, water, dig, leaf, flower, stem



JASPER'S BEANSTALK



Nick Butterworth and Mick Inkpen



| COMMUNICATION AND LANGUAGE DEVELOPMENT   |   |
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| <p><b>Learning intention:</b></p> <p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe.</li> <li>• Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions.</li> </ul> <p><b>Listening and attention:</b></p> <ul style="list-style-type: none"> <li>• Pupils will understand simple wh' questions in a range of familiar contexts to gain a deeper understanding of a situation.</li> </ul> | <p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>• Intensive Interaction: working on child-initiated interactions</li> <li>• PECS in a variety of contexts using 'I want' on a sentence strip and some attributes including colour or number</li> <li>• Makaton: children learn new signs, combine previously learned signs, have conversations</li> <li>• Modelling using communication systems with pupil and others</li> <li>• Colourful Semantics: introduce colourful semantics with modelling using motivating images (children doing activities, peers or adults 1:1 or in small groups etc.)</li> <li>• Children develop play skills by sharing resources and learning through mirroring actions</li> <li>• Children develop play skills through modelling, imitation and having a shared focus</li> <li>• Modelling play actions and routines</li> <li>• Snack time- comment on taste, colours, shape, size</li> <li>• Short bursts of structured teaching approach (e.g. short language group, workstation)</li> <li>• Music box: children listen and respond to instructions, comment and describe</li> <li>• Sensory room/circuits: comment on colours, shape, size and actions carried out</li> <li>• Outdoor play: Large scale construction activities - crates, cardboard boxes, large blocks, tyres, carpet rolls, plastic plant pots, cable reels to encourage children to comment and describe.</li> <li>• Transitions: all pupils to be shown key symbols and to use visual timetables if needed to support with transitions</li> <li>• Forest school mud kitchen: encouraged to act out routines, comment and request for items, have simple interactions.</li> <li>• Role play area: pupils encouraged to carry out simple play routines, comment and describe their actions, simple conversations with others</li> <li>• Create opportunities for highly motivating "wow moments" to encourage children to want to comment and share experiences with others.</li> <li>• Communication and social groups: modelling positive social interactions and appropriate language</li> <li>• Sabotaged environments to encourage children to ask questions</li> </ul> |

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| <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Pupils handle books with care and able to turn pages one at a time. They can focus on pictures and text in books.</li> <li>• Pupils begin to match identical photos, symbols and letters. And identify and match sounds within their environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Stories based around half-termly topic</li> <li>• Book Corner: have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests</li> <li>• Laminated 'Photobooks' in each class's book corner, with photos of each child in class.</li> <li>• Read, write inc phonics - sound bingo, lotto</li> <li>• Sensory Phonics:</li> <li>• Story sessions: children follow the story and begin to anticipate key events, answer questions about the book</li> <li>• School library: handle books, engage and follow stories</li> </ul>  |
| <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• To be able to hold a writing tool with a tripod grip.</li> <li>• To begin to engage in mark making using a variety of tools</li> </ul>   | <ul style="list-style-type: none"> <li>• Writedance sessions: children practise developing gross and fine motor skills to develop control when using writing tools</li> <li>• Mark-making area: provide a variety of thick-handled writing tools and usual writing equipment, visuals with writing patterns for children to copy and trace</li> <li>• Messy play: trace and copy writing patterns in wet and dry messy play</li> <li>• Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control</li> <li>• Opportunity to write for meaning indoors and outdoors e.g. writing on clipboards, making lists, writing cards to family members etc. Writing opportunities available across all role play set ups.</li> <li>• iPad/interactive whiteboard to practise writing skills and letter input</li> </ul> |

| <b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>  |   |
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| <p><b>Learning intention:</b><br/><b>Self-care and independence:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to use cutlery appropriately, in order to feed themselves with more independence.</li> <li>• Pupils will complete hand-washing and toothbrushing routines with increasing independence (turning taps on and off etc).</li> <li>• Pupils will be more independent in their dressing skills, such as fastening large buttons and putting on a coat fully.</li> </ul> | <p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>• Backward chaining: adults to scaffold support to allow pupils to complete the final step of the task independently (putting shoes on independently, putting on and fastening coat, tooth brushing).</li> <li>• Dinner time: children to be more active in the feeding process (clearing plate after dinner, cutting food with a knife) and be encouraged to try a range of foods.</li> <li>• Cooking sessions: opportunities for children to participate in preparing healthy recipes, using tools and completing actions with more independence.</li> <li>• Role-play: opportunities for fine-motor development necessary for self-help skills (dressing dolls, shop, hospital, beauty salon).</li> <li>• Sensory eating group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment</li> </ul> |
| <p><b>Relationships and others:</b></p> <ul style="list-style-type: none"> <li>• Pupils show an awareness of others in play, by beginning to copy actions or share resources.</li> <li>• Pupils show affection towards people they care about, can turn-take for a sustained period, and wish to share their experiences with others.</li> </ul>   | <ul style="list-style-type: none"> <li>• Parallel play opportunities throughout the day (role play, cooperative games).</li> <li>• A range of open-ended play opportunities available throughout the day (deconstructed role-play, heuristic play, sand and water play etc).</li> <li>• Outdoor play areas: parallel play opportunities and shared games (chase, hide and seek, follow the leader)</li> <li>• Role play: opportunities for parallel play (dressing dolls, shop, hospital, beauty salon).</li> <li>• Small group activities to encourage collaborative play and shared enjoyment with peers.</li> <li>• Small group activities to encourage collaborative play and shared enjoyment with peers.</li> <li>• Book corner: books containing photos of themselves, their peers and families, to encourage discussion about their relationships with others</li> </ul>  |
| <p><b>Feelings, behaviours &amp; morals</b></p> <ul style="list-style-type: none"> <li>• Pupils can follow some routines with support, such as</li> </ul>  | <ul style="list-style-type: none"> <li>• Symbols for children to anticipate transitions around the school</li> <li>• Sensory circuits/movement breaks throughout the day with children being more active in requesting a break when needed.</li> </ul>  |

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| <p>the use of a Now and Next board, tidying up, sharing and taking turns.</p> <ul style="list-style-type: none"><li>• Pupils are able to express their emotions and begin to understand some boundaries in familiar routine.</li></ul> | <ul style="list-style-type: none"><li>• Behaviour plans and strategies as needed (Now/Next board, visual timetable, sand timers)</li><li>• Social stories to support children in managing behaviours, and individualised to suit their needs</li><li>• Turn-taking games and play-based set ups to encourage sharing resources and finishing their turn appropriately, symbol supported</li></ul> |
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| MATHEMATIC DEVELOPMENT  |  |
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| <p><b>Learning intention:</b></p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Pupils will have a consistent understanding of 1:1 correspondence, in order to solve simple everyday problems. e.g., “Do we need more cups?” Pupils will be able to count objects or actions accurately to 5, to respond to a simple question or solve an everyday problem.</li> <li>Pupils will have an understanding of numbers in sequence to 10.</li> </ul>                            | <p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>Snack time: setting the table - 1:1 correspondence of cups/plates for each pupil, counting out items asking for big/small pieces of snack.</li> <li>Range of containers, multiple natural materials to manipulate, focus on tidying up resources at the end of the session.</li> <li>TEACCH activities – to support independent sequencing. Start/finish etc.</li> <li>Playdough – 1:1 correspondence e.g. making cakes to go in cake tins</li> <li>Musical instruments – counting bangs on a drum etc.</li> <li>Construction, finding hidden items and grouping by size, count actions or objects. Rote counting to 10.</li> <li>Early counting strategies – physically putting items in containers, Using fingers to consolidate, use of number lines to support counting</li> <li>Outdoor play areas: Dancing – following simple sequences</li> <li>Transitions: counting steps/actions, follow simple sequences</li> <li>Number stories/rhymes</li> </ul>   |
| <p><b>Shape, space and measures:</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to follow a simple sequence to support their understanding of everyday tasks and activities</li> <li>Pupils will be able to sort a range of familiar objects according to shape, size or type to support tidying and problem-solving activities.</li> <li>Pupils will be able to identify differences in size, grouping similar sizes and finding the biggest or smallest.</li> </ul> | <ul style="list-style-type: none"> <li>Snack time: preparing the snack; sorting fruits into different bowls to serve, asking for big/small pieces of snack, following patterns to make</li> <li>Range of containers, multiple natural materials to manipulate, focus on tidying up resources at the end of the session, making patterns using range of natural objects, sorting and arranging big/small objects.</li> <li>TEACCH activities – patterns, sorting by size, ordering, following designs</li> <li>Playdough – sorting by shape, size – making different shapes with playdough, making and creating patterns.</li> <li>Construction: finding hidden items and grouping by size, count actions or objects</li> <li>Outdoor play areas: larger construction items, bubbles – big/small,</li> <li>Playground: Large scale construction activities: crates, cardboard boxes, large blocks, tyres, large wooden discs, carpet rolls, plastic plant pots, cable reels</li> <li>Transitions: follow simple sequences, identifying different sizes within transition.</li> <li>Role-play area: sorting cutlery, hanging the washing out by size, problem solving.</li> <li>Dinnertime- sorting cutlery and crockery</li> <li>Maths stories – adapting stories for individual children’s targets to consolidate understanding of different mathematical concepts.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Tuff try activities: sorting activities, pattern making through range of different resources.</li><li>• Templates for home corner cutlery and plates to sort etc.</li></ul> |
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| <b>UNDERSTANDING OF THE WORLD DEVELOPMENT</b>   |  |
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| <p><b>Learning intention:</b><br/><b>Scientific enquiry:</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to use simple scientific language and descriptive words to talk about their scientific exploration and experimenting so they can articulate their observations and communicate their ideas.</li> </ul>  | <p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>Staff modelling scientific language using communication systems with pupil and others</li> <li>vocabulary boards with specific science vocab to be out at scientific enquiry play set ups</li> <li>Open ended play set ups that provoke simple science investigation such as plant growth,</li> <li>A range of scientific tools to explore during free-play, including scientific role play such as magnifying glasses, test tubes, pipettes, etc.</li> <li>Music box/area available for children to practice playing instruments loud/quiet, fast/slow</li> <li>Parallel Play: children develop play skills by sharing resources and learning through mirroring actions</li> <li>Outdoor play areas: Large scale scientific enquiry activities - crates, cardboard boxes, large blocks, tyres, carpet rolls, cable reels to encourage children to explore forces, deconstruction, and commenting and describing their actions/ observations</li> <li>Cooking sessions to practice using specific tools to cut, heat, cool, mix, separate/combine</li> <li>Children to have daily access to water/ sand/mud play with a range of tools available</li> <li>PE lessons using a range of equipment to explore forces, speed and trajectory</li> </ul>  |
| <p><b>The world:</b></p> <ul style="list-style-type: none"> <li>Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences.</li> <li>Pupils will have a growing awareness of their environment.</li> <li>They will use their memory/signs/symbols to transition and find areas within their environment so that they</li> </ul> | <ul style="list-style-type: none"> <li>Staff modelling appropriate related language using communication systems with pupil and others</li> <li>Visuals with specific vocabulary to be out at related play set ups</li> <li>Open ended play set ups that provoke simple exploration of everyday objects</li> <li>A range of objects to explore during free-play, including home corner role play such as cooking and household equipment where adults model their use and function.</li> <li>Parallel Play: children develop play skills by sharing resources and learning through mirroring actions</li> <li>Forest school/allotment: exploration of their environment, with lots of plants and flowers to explore</li> <li>Cooking sessions to practice using specific tools for appropriate purpose</li> <li>Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports.</li> <li>Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day.</li> <li>Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects</li> <li>Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.</li> </ul> |

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| <p>can move around more independently.</p>   |  |
| <p><b>People and communities:</b></p> <ul style="list-style-type: none"> <li>● Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique.</li> <li>● Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea/small world toys</li> </ul> | <ul style="list-style-type: none"> <li>● Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves.</li> <li>● Children to use cameras to take photos of themselves and others.</li> <li>● Sensory stories to be adapted and related to children’s own religion/ cultures.</li> <li>● Have personalised books available for the children to see themselves, friends and family.</li> <li>● Staff modelling related scientific language using communication systems with pupil and others</li> <li>● Vocabulary boards with specific science vocabulary to be out at related play set ups</li> <li>● Open ended play set ups that provoke simple exploration of everyday objects</li> <li>● Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID</li> <li>● Real life objects in role play area to promote practice of using and understanding their function</li> <li>● Parallel Play: children develop play skills by sharing resources and learning through mirroring actions</li> <li>● Opportunities to try food from different cultures.</li> <li>● Adult commenting rather than questioning to develop language</li> </ul>   |
| <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>● Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard.</li> </ul>   | <ul style="list-style-type: none"> <li>● Access to a computer, ipad and interactive whiteboard as part of the continuous provision in class.</li> <li>● Single click mouse, lower case keyboard and headphones used to facilitate access.</li> <li>● A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance.</li> <li>● More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys.</li> <li>● Daily access to a range of fine motor activities to increase skill and control.</li> <li>● Real ICT equipment available for exploration – CD players, cameras, phones</li> <li>● Role play area using real world objects such as old laptops and telephones.</li> <li>● Sensory room to be used with switches to allow pupils to control the equipment independently.</li> <li>● Supervised cooking activities using electrical equipment such as a toaster, blender or electric whisk.</li> <li>● Pupils to print out work created on the computer for display in the classroom.</li> <li>● Creating photographs of their practical work in class and turning into scrap books by printing out their photographs.</li> <li>● Children’s youtube app for reward times to promote independence in finding and playing the videos or songs</li> </ul> |

| CREATIVE DEVELOPMENT  |  |
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| <p><b>Learning intention:</b><br/><b>Creative performance:</b></p> <ul style="list-style-type: none"> <li>• Pupils will have developed a sense of steady rhythm, allowing them to start creating their own musical compositions.</li> <li>• Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.</li> </ul> | <p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>• Drama games</li> <li>• Action songs</li> <li>• Follow the leader games</li> <li>• Burst pause, with pupils finishing off familiar rhymes and songs</li> <li>• Turn-taking games</li> <li>• Call and response songs/drumming</li> <li>• Fine motor activities to improve physical manipulation skills</li> <li>• Body sounds copying games – clapping, stamping, tapping etc</li> <li>• Movement and music sessions with specialist teaching staff</li> <li>• Adult modelling</li> <li>• Hand under hand for practicing new fine motor skills</li> <li>• Partner mirroring work</li> </ul> |
| <p><b>Design technology:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to use single adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas</li> </ul>  | <ul style="list-style-type: none"> <li>• Messy play</li> <li>• Independent access to a range of tools in the classroom (cutting, sticking, messy play, cutlery etc) – clearly labelled and well organised</li> <li>• Fine motor activities to improve physical manipulation skills</li> <li>• Staff modelling of tool use with the lowest level of prompt necessary</li> <li>• Modelling of key language by all staff</li> <li>• Colourful semantics</li> <li>• Gardening activities</li> <li>• Role play area with everyday tools</li> </ul>  |
| <p><b>Media and materials:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to use a range of simple construction</li> </ul>  | <ul style="list-style-type: none"> <li>• Construction area – block play and connecting</li> <li>• Independent access to a range of mark making tools in the classroom. – clearly labelled and well organised</li> <li>• Large scale building opportunities in indoor and outdoor environments</li> </ul>   |

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| <p>materials to start to make planned structures such as lines and towers.</p> <ul style="list-style-type: none"><li>• Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in drawing and painting activity.</li></ul> | <ul style="list-style-type: none"><li>• Junk modelling</li><li>• Interactive whiteboard and ipad drawing games</li><li>• Colour changing equipment and switches in sensory room</li><li>• Light box colour mixing with translucent objects and materials</li><li>• Outdoor mark-making area (blackboard, whiteboard, water painting)</li><li>• Messy play activities using a range of wet and dry textures and opportunities for choosing and mixing</li><li>• Parallel Play</li><li>• Open-ended, process led art opportunities</li></ul> |
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| PHYSICAL DEVELOPMENT   |   |
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| <p><b>Learning intention:</b></p> <p><b>Gross motor:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc</li> <li>• Pupils will be able to throw and catch a range of different sized balls or objects.</li> <li>• Pupils will be able to apply a range of movements to different contexts.</li> </ul> | <p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>• Access to sensory circuits- including climbing (benches, climbing frame, horse) and active (simple circuits for moving in different ways)</li> <li>• Discrete PE sessions on ball skills, throwing and catching.</li> <li>• Outdoor play areas; ball skills zones with nets, targets, containers.</li> <li>• Climbing frames and active zones consistently in use. Range of tricycles and balance bikes available in all playgrounds</li> </ul>  |
| <p><b>Fine motor skills:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to use simple tools such as scissors and mark making tools with increasing control.</li> <li>• Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing</li> </ul>  | <ul style="list-style-type: none"> <li>• Backwards chaining- for dressing and undressing skills.</li> <li>• Visual schedules to support the ordering of actions in self-help routines.</li> <li>• Exploring playdough and similar materials to develop grasps and strength.</li> <li>• Construction area in classroom with large and small scale construction consistently available.</li> <li>• Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons.</li> <li>• Mark making areas indoor and outdoor; range of mark making materials and tools available such as conditioner, hair gel, paint on easels, brushes, mops, combs etc.</li> <li>• Role play areas with simple tools</li> <li>• Pupil scrap books with motivating or familiar images cut out.</li> <li>• A range of fine motor play activities in class with a range of tools easily accessible for pupils to use. Eg: scoops, spoons, tweezers, scissors, pipettes</li> <li>• ICT; writing apps for iPad and whiteboard</li> <li>• Turning on taps, using soap and towel dispenser</li> </ul> |

