

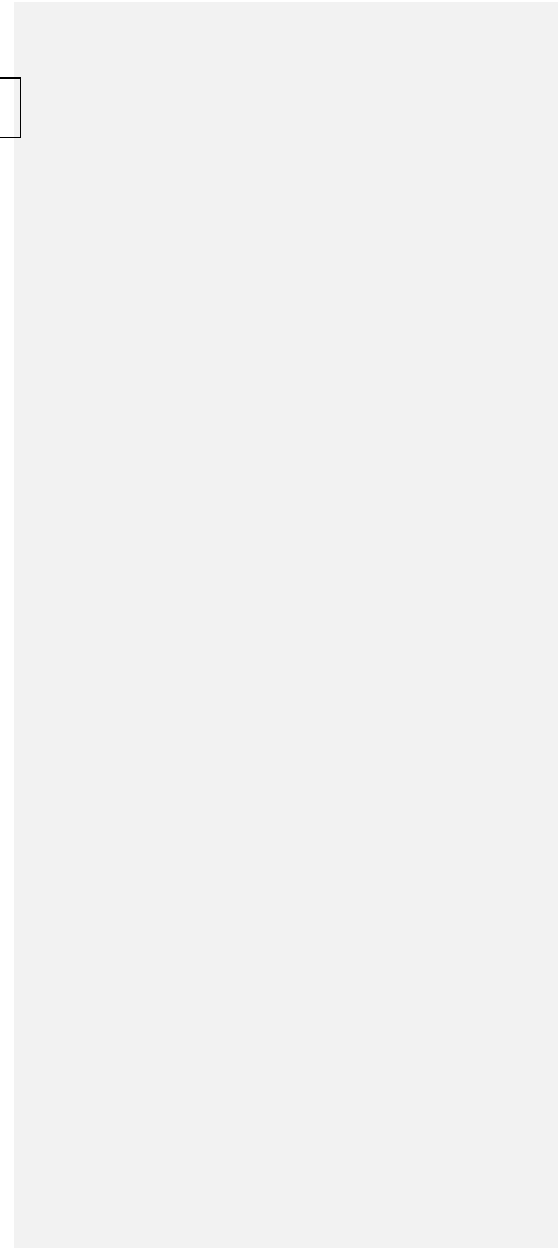
## Red / Orange Base EYFS Medium term planning Spring 2

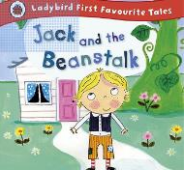


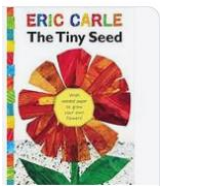

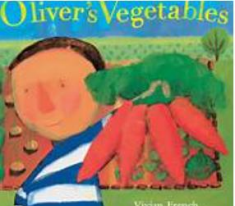
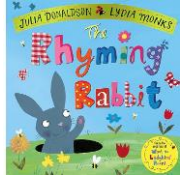
TOPIC : Have you got green fingers? Focus: PSED UW CL EVENTS-							
	Week 1 19.2.24	Week 2 26.2.24 1 <sup>st</sup> March St David's day	Week 3 4.3.24 Mothers day activities	Week 4 11.3.24 Science Week St Patrick's day 17 <sup>th</sup> March	Week 5 18.3.24	Week 6 25.3.24 27 <sup>th</sup> Easter bonnet parade Easter theme day	N/A
<b>School Value</b>	Consider others and be polite						
<b>UW</b>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Know environments vary from one another.</li> <li>Know about similarities and differences between places drawing on my experiences and what has been read in class.</li> <li>Explore the natural world around them.</li> <li>Understand the effect of the changing seasons on the natural world around them – Spring / planting.</li> <li>Know what a plant needs to grow.</li> <li>Explain how plants grow through observation of plants growing in class and in the garden.</li> <li>Compare the natural world in different places in our locality, with a focus on the plants found there.</li> </ul>						
<b>FOREST SCHOOL</b> - PSED, CL, UW	<p><b>Wednesday</b> <i>What is a plant?</i></p> <p><i>Dissecting plant Making plant out of loose parts</i></p>	<p><b>Wednesday</b> <i>What does a plant need to grow?</i></p> <p><i>Experiment- growing plants, testing ones without water/light.</i></p>	<p><b>Wednesday</b> <i>Which plants can we eat?</i></p> <p><i>Making a berry smoothie</i></p>	<p><b>Wednesday</b> <i>Beths parents in?</i></p> <p><i>Activities linked to science week.</i></p>	<p><b>Wednesday</b> <i>How can I paint a plant?</i></p> <p><i>Plant painting activities</i></p>	<p style="color: red;">N/A <b>Wednesday</b></p> <p><i>How tall is your plant?</i></p> <p><i>Measuring how much our plants have grown.</i></p> <p><i>Easter activities- egg hunt?</i></p>	N/A.
<b>PSED</b>	<ul style="list-style-type: none"> <li>Know the importance of exercise and how to keep healthy.</li> <li>Know how to stay safe.</li> <li>Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Manage own basic hygiene and personal needs.</li> </ul>						
<b>Topic</b>	What is a plant?	What does a plant need to grow?	Which plants can we eat?	How old is this tree? <i>Science week</i>	How can I paint a plant?	How tall is your plant?	N/A
<b>PSED Circle Time</b>	Jigsaw - I understand that I need to exercise to keep my body healthy	Jigsaw - I understand how moving and resting are good for my body	Jigsaw - I know which foods are healthy and not so healthy and can make healthy eating choices	Jigsaw - I know how to help myself go to sleep and understand why sleep is good for me	Jigsaw - I can wash my hands thoroughly and understand why this is important especially before I	Jigsaw -I know who my safe adults are and how to stay safe if they are not close by me	












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					eat and after I go to the toilet		
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CL	<ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities.</li> <li>Use talk to explain how things work and why they might happen.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Use the new vocabulary taught in topic in discussions and play.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>						
Lit - comp	<ul style="list-style-type: none"> <li>Make predictions using prior knowledge from stories.</li> <li>Begin to answer a range of questions about what has been read.</li> <li>Confidently identify the author, illustrator and begin to focus on the blurb and discuss the genre.</li> <li>Is the book fiction or non-fiction? Why?</li> </ul>						
<b>English</b> (Literacy/ Communicat ion and Language) See weekly planning Writing area	<b>Story:</b>  <b>Rhymes and songs</b> :Beanstalk growing tall, climbing up the beanstalk.	<b>Story/  Information text:</b> Growing a bean.  <b>Rhymes and  songs:</b> I'm a little bean,  <a href="https://youtu.be/Cd2O4utPw6c">https://youtu.be/Cd2O4utPw6c</a>	<b>Story:</b>  (link to Mothers day) <b>Rhymes and  songs:</b>  Here is a flower, For a very special day, Just for you on Mother's Day, Many hugs and kisses, too, Each one says that I love you!	<b>Story:</b>  <b>Rhymes and songs:</b>  <a href="https://youtu.be/cRhGOdqWIIo">https://youtu.be/cRhGOdqWIIo</a>	<b>Story:</b>  <b>Rhymes and songs:</b> <a href="https://www.youtube.com/watch?v=RE5tvaveVak">https://www.youtube.com/watch?v=RE5tvaveVak</a>	<b>Story:</b>  <b>Rhymes and  songs:</b> <a href="https://www.youtube.com/watch?v=hb9tt7LiYrc">https://www.youtube.com/watch?v=hb9tt7LiYrc</a> Easter bunny soft and white Hopping quickly out of sight, Thank you for the eggs you bring At Easter time to welcome spring.  Yellow eggs and blue and red In the grass and flower bed We will hunt them everywhere Is it really you who put them there?	N/A
<b>Phonics</b>  <b>Lit -  writing /  PD</b>	<b>See separate weekly planning.</b> <ul style="list-style-type: none"> <li>Write words that are phonetically plausible within sentences.</li> <li>To continue to build an awareness of capital letters full stops and finger spaces and use when writing sentences.</li> </ul> <b>Phase 3 sounds</b> Review GPCs from Spring 1 Review double letters and longer words  Words with 2 or more digraphs words ending in -ing compound words words with s in the middle /z/s words ending -s words with -es at end /z/  Review all tricky words taught so far and secure spelling.						

<p><b>PD</b> - <b>Gross</b></p>	<p style="text-align: center;"><b>Get set 4 PE</b> Fundamentals Unit 1</p> <ul style="list-style-type: none"> <li>I can negotiate space safely with consideration for myself and others.</li> <li>I play games honestly with consideration of the rules.</li> <li>I am confident to try new challenges.</li> <li>I follow instructions involving several ideas or actions.</li> <li>I use movement skills with developing balance and co-ordination when playing games.</li> <li>I play co-operatively, take turns and encourage others.</li> </ul>						
<p><b>Outdoor focus activity</b> Focus - PD positional language + pre-writing skills</p>	<p>Green grocer's shop in playhouse.  Exercise stations - 8, 9 or 10 of each activity.</p>	<p>Green grocer's shop in playhouse.  Exercise stations - 8, 9 or 10 of each activity.</p>	<p>Green grocer's shop in playhouse.  Exercise stations - 8, 9 or 10 of each activity.</p>	<p>Green grocer's shop in playhouse.  Bean bag / target games - 8, 9 or 10 bean bags /ball in a bucket / hoop.</p>	<p>Green grocer's shop in playhouse.  Bean bag / target games - 8, 9 or 10 bean bags /ball in a bucket / hoop.</p>	<p>Easter hunt, looking for eggs, bunnies, chicks</p>	<p>N/A</p>
<p><b>PD - Fine</b></p> <ul style="list-style-type: none"> <li>Hold scissors correctly and cut out large shapes.</li> <li>Write letters using the correct letter formation and control the size of letters.</li> </ul>							
<p><b>Creative area/ Workshop</b> PD/CLL/EAD</p>	<p>Paper beanstalks </p>	<p>St David's day - paint daffodils  Make colour choices when creating a still life painting. Practise tripod grasp &amp; control. UW - Wales, UK</p>	<p> Make colour choices, begin to mix shades of colour (one colour) when creating a still life painting. Practise tripod grasp &amp; control.</p>	<p> Make colour choices, begin to mix shades of colour (all colours) when creating a still life painting. Practise tripod grasp &amp; control.</p>		<p>Felt bunny ears </p>	<p>N/A</p>
<p><b>Dough area PD</b> <b>Finger Gym Challenge PD</b></p>	<p> petals stem  Develop neat pincer grasp &amp; eye hand coordination by threading buttons on a pipe cleaner.</p>	<p> tal leaf stem (root)  Develop neat pincer grasp &amp; eye hand co-ordination by sorting parts of a flower with tweezers.</p>	<p> fruit vegetables healthy balanced  Develop hand strength and gross grasp by manipulating plasticine</p>	<p> seed tomato pepper pumpkin apple lemon  Develop neat pincer grasp &amp; eye hand co-ordination by removing seeds from fruit.</p>	<p> Make vegetables</p>	<p>Easter playdough mats </p>	<p>N/A</p>

<b>Maths</b> <i>See weekly planning</i>  <b>Maths area challenge</b>	<b>Number sense:</b> <i>Strand 2 bk 6 Partitioning 2</i>  <u>Length, height, time</u> <ul style="list-style-type: none"> <li>Explore length</li> <li>Compare length</li> <li>Explore height</li> <li>Talk about time</li> <li>Order &amp; sequence time</li> </ul>	<b>Number sense:</b> <i>Strand 2 bk 7 Partitioning 3</i>  <u>Explore 3d shapes</u> <ul style="list-style-type: none"> <li>Recognise 3d shapes</li> <li>Find 2d shapes within 3d shapes</li> <li>Use 3d shapes for tasks</li> <li>3d shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> </ul>	<b>Number sense:</b> <i>Strand 2 bk 8 Partitioning 4</i>  <u>Building 9,10</u> <ul style="list-style-type: none"> <li>Finding 9 &amp; 10</li> <li>Compare numbers to 10</li> <li>Represent 9 &amp; 10</li> <li>Conceptual subitizing to 10</li> </ul>	<b>Number sense:</b> <i>Strand 2 bk 9 Partitioning 5</i>  <u>Building 9,10</u> <ul style="list-style-type: none"> <li>1 more</li> <li>1 less</li> <li>Composition to 10</li> <li>Bonds to 10</li> </ul>	<b>Number sense:</b> <i>Strand 2 bk 10 Partitioning 10 and Number Bonds</i>  <u>Building 9,10</u> <ul style="list-style-type: none"> <li>Make arrangement of 10</li> <li>Bonds to 10</li> <li>Doubles to 10</li> </ul>	<b>Number sense:</b> <i>n/a</i> <u>Number bonds</u>  <u>Building 9,10</u> <ul style="list-style-type: none"> <li>Explore even and odd</li> <li>10p &amp; coins that make 10p</li> </ul>	<b>N/A</b>
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<b>EAD</b>	<ul style="list-style-type: none"> <li>Share creations and talk about the process.</li> <li>Explore different techniques for joining materials (glue stick, PVA, masking tape, tape, split pins).</li> <li>Observational drawing.</li> <li>Perform stories to their peers.</li> <li>Recount narratives with peers.</li> <li>Sing and perform songs and rhymes.</li> <li>Listen attentively, talk about music: rhythm, pitch, pulse, tempo.</li> </ul>						
<b>Music</b> <b>EAD</b>	F2 To know how to distinguish between longer and shorter sounds.	F2 To know how to move in time with music.	F2 To know how to identify patterns.	F2 To know how to work with peers and take turns (with instruments and in singing time)	F2 To know how to listen attentively and respond to what they hear appropriately.		
<b>Art</b> <b>EAD</b>	See workshop/creative See forest school						
<b>Small World / block play</b> <b>CL/EAD</b>							N/A

<b>Role Play</b> <b>CL/ EAD</b> <b>/ UW</b>	Create little garden nr home corner: Gardening equipment and soil tray to plant seeds. Add house plants to look after. We are learning how to look after our plants. Water, light, soil, warmth	Celebrate St David's day: Daffodils, Leeks, Welsh flag, Welsh cakes recipe, plant daffodils, make & give cards. We are learning how people celebrate St David's day. We are learning that Wales is a part of the UK.	Add herbs to play kitchen to look after: Introduce pestle and mortar & scissors to prepare herbs for cooking in play kitchen. We are learning how to look after our plants. Water, light, soil, warmth	Celebrate St Patrick's day: Shamrock, Irish flag, potato cakes /soda farls recipe, leprechauns We are learning how people celebrate St Patrick's day in Ireland. We know where Ireland is.	Green grocers shop	Bunny dress up	N/A
<b>UW</b>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past (parks).</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through setting, characters and events encountered in books read in class and story telling.</li> <li>• To know that Christians celebrate Easter.</li> <li>• Recognise similarities and differences between different religions and cultures.</li> </ul>						
<b>Topic</b>	PSED CLL	PSED CLL	PSED CLL UW	PSED CLL UW	UW	N/A	N/A
<b>RE</b> <b>Understanding the World</b>	F2 know some of the stories Jesus told.	F2 know some of the stories Jesus told.	F2 know some of the stories Jesus told.	F2 be able to talk about the messages in some of the stories.			n/a
<b>Computing</b> <b>Understanding the World</b>							