

<p>Term: Spring 2 Weeks 1-6 Staff: JS/LS/JR/HW</p>	<p>Barlows Primary School EYFS Department: Nursery Medium Term Overview: Learning Objectives</p>		<p>Weeks: 25/2/2019- 1/4/2019</p>
<p>Communication and Language</p>	<p>PSED</p>	<p>Physical Development</p>	<p>Literacy</p>
<p>To follow directions (if not intently focused on own choice of activity).</p> <p>To be able to follow a story without pictures or props.</p> <p>To begin to use vocabulary that is focused on the children's interest with particular importance.</p> <p>To be able to understand simple questions involving; "who, what, where" in the correct context.</p> <p>To hold a conversation with one another and use language as a powerful means of sharing experiences and feelings.</p> <p>To use more complex sentences to link children's thoughts and connect their ideas.</p> <p>To extend vocabulary using language to imagine and recreate roles in play situations.</p>	<p>To show confidence in asking adults for help.</p> <p>To develop confidence to speak to others about own needs, wants and opinions.</p> <p>To be able to adapt behaviour to different events, social situations and changes in routine.</p> <p>Initiating conversations, attending to and taking into account of what others say.</p> <p>To play in a group, extending and elaborating play ideas through role play with other children.</p> <p>To begin to initiate their own play, offering cues to other children to join in.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with each other.</p>	<p>To use one-handed tools and equipment e.g. making snips in paper with scissors.</p> <p>To begin to copy letters from their name.</p> <p>To travel with confidence and skill around, under and through balancing equipment.</p> <p>Using simple tools to effect changes to materials.</p> <p>To begin to use three fingers to hold writing tools.</p> <p>To begin to show a preference for a dominant hand.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To be able to clearly communicate when needing the toilet and show some awareness of bladder control.</p>	<p>To begin to be aware of how stories are structured.</p> <p>To describe main story settings, events and characters within a story.</p> <p>To look at books independently, handle carefully, turning the pages correctly.</p> <p>To take part and show enthusiasm in rhyming and rhythmic activities.</p> <p>To distinguish and give meaning to the different makes the children make.</p> <p>To use mark making to write lists, names and instructions.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sounds in words.</p>
<p>Mathematics</p>	<p>Understanding the World</p>	<p>Expressive Arts and Design</p>	<p>To Note -</p>
<p>To show an interest in representing numerals in the environment.</p> <p>To count up to three or four objects by saying one number name for each item.</p> <p>To count objects to 10, and beginning to count beyond.</p> <p>To count out up to six objects from a larger group.</p> <p>To select the correct numeral to represent objects 1-10.</p> <p>To estimate how many objects and check by counting.</p> <p>To match numeral and quantity together correctly.</p> <p>To complete number problems when finding the number before and after a given numeral.</p>	<p>To be able to use a simple ICT programme-Early Years ICT.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Show care and concern for living things and the environment.</p> <p>To begin to look closely at similarities, differences, patterns and change.</p> <p>To understand that information can be retrieved from computers.</p>	<p>To use various construction materials.</p> <p>To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joining construction pieces together to build and balance.</p> <p>To begin to manipulate materials to achieve a planned effect.</p> <p>To use available resources to create props to support role- play.</p> <p>Captures experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>	<p>World Book Day-Thursday 7th March 2019</p>

Playing and Exploring 'Engagement'	Showing Curiosity Joining in/team work	Exploring Using Senses	Engaged /Focused
Active Learning 'Motivation'	Motivated	Enthusiastic/excited	Making Choices
Creating and Thinking Critically 'Thinking'	Thinking of Ideas Evaluating	Problem solving/logical Collaborating	Adapting/Changing

	C+L	PSED	PD	Lit	Numeracy	U t W	EAD	Outdoor	Notes
Week 1 25/2/2019	<p>"Were going on a bear hunt" –small world</p> <p>Beginning to understand why and how questions.</p> <p>Talk about the different settings seen in the story- talk about the different areas and encourage the children to share their own ideas and experiences, for example, have they ever seen snow before? Have they played in muddy puddles?</p>	<p>Using the illustrations in the book, add some speech bubbles and talk about what the characters might be feeling and saying at different parts of the story.</p> <p>Encourage the children to work together in small group to create bear caves in the block/construction area.</p> <p>Have Role Play Masks and props from the story available. Encourage the children to work together in groups to act out story.</p>	<p>Experimenting with different ways of moving.</p> <p>Explore different ways of moving through the different settings in the story. The children could role play moving through each setting using a different movement for each. For example, they could tiptoe through the cave, skip through the grass and do big steps through the mud.</p> <p>Support children to use scissors to create strips of tissue paper to represent the different story settings. Use scissors to cut green paper for grass, white for the snowstorm and blue for the river.</p>	<p>Discuss the order of the story-encourage children to use vocabulary linked to the different settings.</p> <p>Write a list of things they might need to take on a similar adventure.</p> <p>Make a class book showing a new version of the story.</p> <p>Encourage the children to write a description of the bear.</p>	<p>Make some simple biscuits with the children. Encourage them to listen to and follow the recipe instructions and help to measure and weigh the ingredients.</p> <p>Counting up to three or four objects by saying one number for each item.</p>	<p>ICT equipment available for children to record themselves retelling the story.</p> <p>Have some simple maps or story maps for the children to follow.</p> <p>Discovery R.E-</p> <p>Changing seasons- What are the differences between seasons?</p> <p>How do animals feel during each season?</p> <p>What season are we in now? How can we tell it is spring time ?</p>	<p>Set up a small world version of the story to encourage children to retell it.</p> <p>Create simple noise makers or shakers to create the sounds of each setting from the story.</p>	<p>Have a range of junk modelling materials available for children to create their own caves for some toy bears.</p>	<p>Role Play area- Book focus: "Were going on a bear hunt theme!"</p>

<p>Week 2 4/3/2019</p>	<p>Discuss simple adjectives and how they are used in the story e.g. hard, soft, salty, sweet etc</p> <p>Encourage the children to use adjectives to describe different materials when making models or their own porridge to taste.</p>	<p>Discuss the choices and actions of the characters.</p> <p>Talk about feelings and the importance of saying sorry!</p> <p>Have a Teddy Bears Picnic with the children. Encourage children to write these Invitations and give them to a friend, relative or teddy bear!</p> <p>To select and use activities and resources with help.</p> <p>Enjoy responsibility of carrying out small tasks.</p>	<p>Make porridge with the children, encouraging them to try it and then express their likes and dislikes. Healthy eating – discuss why porridge is a healthy food. Talk about other foods that are healthy or unhealthy.</p> <p>Encourage children to practise cutting skills using a range of themed materials from the story.</p>	<p>Model writing simple letters with the children.</p> <p>Once the children have made porridge (see PD), talk about how to write a recipe, including a list of ingredients and instructions.</p> <p>Encourage children to write their own recipes.</p>	<p>Size ordering bear themed objects.</p> <p>Categorising objects; small, medium and big.</p> <p>Selecting the correct number to represent numbers from 1-10 and beyond.</p> <p>Beginning to talk about the shapes of everyday objects, e.g., "round" and "tall".</p>	<p>Talk about why things happen- experimenting mixing oats with water. Describe changes.</p> <p>Learn about woods, like the one in the story. What kinds of animals live in the forest?</p> <p>Discovery R.E-</p> <p>Discuss the season spring being about new life and growth.</p> <p>What are the different signs of spring?</p>	<p>Create a Three Bears' Cottage Themed Role Play Area, with three bowls, three chairs, three beds and three different sized teddy bears.</p>	<p>Set up a tea party area using a blanket and different sized cups, bowls, plates etc.</p>	<p>Book focus: Goldilocks</p> <p>World Book Day-Thursdays 7th March 2019</p>
<p>Week 3 11/3/2019</p>	<p>Building up and using vocabulary that reflects the breadth of their experiences.</p> <p>Children encouraged to follow a story without props or pictures using simple sentences.</p>	<p>Showing confidence to speak to others about own needs, wants, interests and opinions.</p> <p>Shows confidence to speak to others about own needs, wants, interests and opinions.</p> <p>Adapting behaviour to different events, social situations and changes in routine.</p>	<p>Travelling with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Handles tools, objects and constructs malleable objects safely with increasing control.</p>	<p>Providing meaning to the marks they make as they draw and paint.</p> <p>Continuing a rhyming string.</p> <p>Hears and says the initial sounds in words.</p>	<p>Counting an irregular arrangement of up to 10 objects.</p> <p>Estimating how many objects the children can see in the basket and check by counting.</p>	<p>Recognises and talks about significant events in their own</p> <p>Discovery R.E-</p> <p>What is Easter? What do you know about Easter? What happens during Easter time?</p>	<p>Encourage the children to draw story maps. Prompt them to include the settings seen in the story and add their own ideas too.</p>	<p>Encourage children to mix colours to create different shades of brown to paint different bear pictures and to talk about the colours needed to paint different types of bears.</p>	<p>Book focus: Little Red Riding Hood</p>
<p>Week 4 18/3/2019</p>	<p>Using language to imagine and recreate roles and experiences in play situations.</p> <p>Children encouraged to follow a story without props or pictures using simple sentences.</p>	<p>Creating friendship beanstalk- children can write their friends name on a leaf and add to the beanstalk.</p>	<p>Beginning to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly.</p> <p>Performing a teddy bear role using equipment safely.</p>	<p>Listens to and joins in with stories in small groups.</p> <p>Suggests how the story might end.</p> <p>Encourage children to look at books and handle them correctly turning the pages correctly.</p> <p>Story map to retell the story using "Talk for Writing" strategy.</p>	<p>Ordering and missing numerals. Working out the missing number- 1 more and 1 less.</p> <p>Using the language of "more and "fewer" to compare groups of objects.</p> <p>Shows an interest in representing numbers.</p>	<p>Looking closely at similarities, patterns and change- linked to the 3 little pig houses.</p> <p>Talk about why the houses were different. Which house was the strongest and why?</p> <p>Complete a simple program using ICT software.</p> <p>Discovery R.E-</p> <p>Discuss the Easter story-can the children retell</p>	<p>Realising tools can be used for a purpose.</p> <p>Joining construction materials together to create the 3 little pig's houses from the story.</p>	<p>Use a variety of large construction materials (crates, hollow blocks, empty cardboard boxes etc.) for children to construct the houses from the story.</p>	<p>Book focus: 3 little pigs</p>

		Discuss the character of the.... What was his behaviour like? Why?				the events? Discuss Palm Sunday and how Jesus entered Jerusalem. What does the palm leaves symbolise?			
Week 5 25/3/2019	Discuss the character of the giant. Why did he behave the way he did? How would you feel if Jack took your belongings? Encourage the children to think about the story from a different perspective.	Circle time game – talk about favourite foods. The goats' favourite food was green grass – what are the children's favourite foods?	Fine motor activities with a story theme; beans, jelly, foam etc.	Jack and the Beanstalk sentence building activity to create simple sentences. Rhyming- shows awareness of rhyme and alliteration.	Matching numeral to quantity. Understanding that numbers identify how many objects are in a set. Finding the total number of items in two groups by counting all of them. Height ordering beanstalks.	Beanstalk life cycle- Developing an understanding of growth, decay and changes over time. Discovery R.E- Can the children retell the Easter story? What has happened? How is Jesus felling? Why did Jesus ask God to help him? Why do we pray?	Planting a bean	Create some 'magic beans' by painting beans in different colours. Children can then use these beans to create repeating patterns.	Book focus: Jack and the Beanstalk
Week 6 1/4/2019	Using language to imagine and recreate roles and experiences in play situations.		Showing understanding of the need for safety when tackling new challenges, and considers and manages some risks when creating a bridge for the Billy goats. Beginning to show understanding of how to transport and store equipment safely.	Continuing a rhyming string. Hears and says the initial sounds in words. To be able to provide descriptions to the characters within the story using a range of focused vocabulary.	2D shape recognition. Magic beans- counting the beans and finding the corresponding numeral.	Shows care and concern for living things and the environment- Growing green grass. Discovery R.E- Recap miracles- what do Christians believe was the miracle of Easter? Look at hot cross buns and Easter eggs: what do they symbolise? Which one represents coming back to life?	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces- Billy Goats bridge building.	Encourage the children to work together in groups of four to act out the story.	Book focus: 3 Billy Goats Gruff