

## FS2 Medium Term Plan

**Spring Term 2 – Once Upon a Time**

**6 weeks**

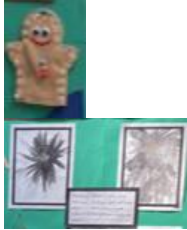
**Key Dates/ Events:**

7<sup>th</sup> March – World Book Day Week 3

10<sup>th</sup> March – Mother's Day Week 3

Focus Texts	Communication and Language	Personal, Social and Emotional Development	Physical Development Gross Motor	Physical Development Fine Motor	Reading	Maths
    <p>How to make a chocolate cake – Instruction</p> 	<p>Maintaining focus and concentration by listening to new and familiar stories from beginning to end.</p> <p>Answer questions and talk about what they have heard and clarify their understanding.</p> <p>Show interest in non-fiction texts, asking questions and offering ideas. Books about materials.</p> <p>Use language and explore imaginary events storylines and themes when playing imaginatively.</p> <p>Talk about what they would use to build a strong house like the 3 little pigs</p> <p>Introduce new vocabulary – linked to materials</p> <p>Discussions about plants – growth and planting a bean</p> <p><b>*Daily home time story</b></p>	<p>Be confident to speak in a familiar group.</p> <p>Be happy to talk about their own ideas, interest, wants and needs.</p> <p>Forming positive relationships with peers and adults.</p> <p>Become aware of 'stranger danger' and being safe. – linked to traditional tales 'big bad wolf' Jack selling the cow to stranger etc...</p> <p>To discuss being truthful and taking from others; whilst linking to the texts – link to goldilocks and the 3 bears</p>	<p>Travels with skill and confidence around, under, over and through, balancing and climbing on/off equipment. Refining their actions.</p> <p>Using equipment safely and appropriately – balls, hoops, ropes, stilts, bats, balls, baskets.</p> <p>Showing increasing control when throwing, catching and kicking a ball.</p> <p>Building up strength and co-ordination by using wheeled toys – pushing, pulling, pedalling, balancing and steering.</p> <p>Play team games, practicing skills and working together.</p> <p>Independently takes off and puts back on socks and shoes- before and after PE sessions.</p> <p>PE: Parachute games</p>	<p>Explore different tools and being able to use them safely with increasing control e.g. scissors, pencils, pens, markers, paint brushes, dough tools etc.</p> <p>Holds/ uses a pencil effectively.</p> <p>Show anti-clockwise movements and retrace vertical lines.</p> <p>Hold a pencil effectively and form recognisable letters some formed correctly.</p> <p>Use a pencil effectively to write recognisable letters and their first name.</p> <p><b>* Writing opportunities (Literacy, phonics, provision)</b></p> <p><b>Handwriting intervention</b></p>	<p>Little Wandle Phonics Scheme Spring 2.</p> <p>Sequence and discuss the events from a traditional story.</p> <p>Discuss the character's actions and what their opinion is of them.</p> <p>Talk about the beginning, middle and the end of stories.</p> <p>Predict what may happen next in a story.</p> <p>Reread familiar books to build confidence, fluency and word reading.</p> <p>Read simple sentences and phrases.</p> <p>Blend short words and read them with greater fluency.</p> <p>Read some irregular common words.</p>	<p>To find the total number of items in two groups by counting all of them.</p> <p>To begin to use the vocabulary involved in adding and subtracting</p> <p>To use everyday language to talk about time.</p> <p>To create and describe patterns.</p> <p>To experiment, use correct vocabulary and compare capacity.</p> <p>Wk1 – Days of the week and sequencing</p> <p>Wk2 – Measure – mass &amp; Capacity</p> <p>Wk3 - Addition beyond 10</p>

			* Outdoor provision		Continue to read the tricky words on their keyring.  Talk about their reading for pleasure books.  *Keyrings *Reading book *Reading for pleasure book	Wk4 – Data Handling (porridge)  Wk5 – Subtraction Beyond 10  Wk6 – Shape consolidation week
Writing	Understanding the World Past and Present	Understanding the World People, Culture and Communities	Understanding the World The Natural World	Expressive Arts and Design Creating with materials	Expressive Arts and Design Being Imaginative and Expressive	
<p>Use a pencil effectively to write recognisable letters and their first name.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Spell simple and familiar words correctly or which are phonically plausible.</p> <p>Start using capital letters and full stops in the correct place.</p> <p>Begin to write a simple sentence which can be read by themselves.</p> <p>Write some irregular common words (taught so far) correctly.</p> <p>Write for different purposes: labelling, describing, planning and evaluating a DT project</p> <p>Re read what they have written to make sure it makes sense.</p> <p>Make phonetically plausible attempts at more complex words.</p>	<p>Showing an awareness of past and present.</p> <p>Use language to describe the past e.g. In the past...</p> <p>Fairy tales: Talk about illustrations in books and compare the settings to modern day. Talk about some fables and the lessons they teach.</p> <p>Other: Recognising and describing special times or events – World Book Day, Mother’s Day</p>	<p><u>Who helps me in the community? How?</u></p> <p>Who looks after me? and how? Who helps me at school? People who help us in our community.</p> <p>Talk about different scenarios and who would be the best person to help.</p> <p>Recycling (bin men) – linked to materials (3 little pigs)</p> <p><b>RE – Which times are special and why?</b> To give examples of special occasions and suggest features of a good celebration. To recall simple stories connected with Christmas/Easter and a festival from another faith. To say why Christmas/Easter and a festival from another</p>	<p><b>Forest Friday</b> Den building Mandala art Nature wands</p> <p>Talking about why things happen and how things work;</p> <p>Understanding more about growth, decay and changes over time;</p> <p>Understanding the effect of changing seasons on the natural world around them: observing and discussing the changes to our school grounds, from winter to spring</p> <p>Exploring the natural world around them and describing what they see, hear and feel whilst outside.</p> <p>Plant growth – identify features of living things bean – link to jack and the bean stalk Parts of a plant</p>	<p>Safely using and developing cutting skills, using different types of scissors, Use a variety of tools safely e.g. hole punch, split pins for joining, tape, glue etc.</p> <p>Using materials to create a puppet and join the material together using thread e.g. sewing a Gingerbread Man puppet.</p> <p>Design and make a house for the little pigs from a variety of different types of media. Is it strong enough? Test with hair dryer, will it blow down? – evaluate.</p> <p>Understand that different media (paint, charcoal, pastels) can be combined to create new effects when creating a wolf.</p>	<p>Role play – ‘The Giant’s Café’ dressing up and acting out different roles – customer, waiter, Giant, Jack, Mum.</p> <p>Small World – 3 little pigs house building. Build a repertoire of songs linked to the fairy tale theme e.g. goldilocks/ 3 little pigs (twinkl songs) Create a story using their imagination and ideas and themes from texts read.</p> <p><b>Music – Charanga Unit - Everyone</b> To invent ways to find the pulse. To copy-clap some rhythms of phrases from the songs. To explore high pitch and low pitch in the context of the songs.</p>	

<p>Wk 1 – Pigs can't fly – JC scheme</p> <p>Wk 2 – Jack and the jellybean stalk – JC scheme</p> <p>Wk 3 – Goldilocks and the 3 bears – JC scheme</p> <p>Wk 4 - What we'll build – JC scheme.</p> <p>Wk 5 - How to make a chocolate cake – JC scheme.</p> <p>Wk 6 – The giant jam sandwich – JC scheme</p> <p><u>All writing to link to JC units of work</u></p>		<p>faith is a special time for Christians/members of the other faith.</p>	<p>What does a plant need to grow?</p> <p>Life cycle of a bean</p> <p>Materials – linked to 3 little pigs</p>	<p><b>Bake gingerbread men</b></p> <p>Baking Gingerbread men; pouring, weighing, scooping, mixing the ingredients together. Using specific tools purposefully. Wk3/4</p> <p><u>Adult-Led Activities:</u></p> <p>Wk1&amp;2- Gingerbread man puppet</p> <p>Wk3&amp;4- 3 little pigs house building</p> <p>Wk5&amp;6- Wolf Painting</p> <p>*Mother's Day Cards – wk1/2 – Flower printing</p> 	
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