

## Medium Term Plan 2024-25 – Term3

Curriculum Intentions	Communication & Language	Personal, Social and Emotional Development	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Art and Design
<b>Themes / Interests:</b>  <b>Winter</b>  <b>Investigation</b>	<b>Speaking</b> *I can build simple sentences expressing my interests, ideas, and feelings. *I ask further questions to find out more. *I can initiate a conversation based on my interests. <b>Listening, attention &amp; understanding</b> *I can share information about my own experiences, something I'm interested in or key elements of my favourite story. *I can take turns in conversations, maintaining my focus.	<b>Self-Regulation</b> *I recognise my own feelings and can independently identify my emotions. <b>Managing Self</b> *I am motivated to play with a purpose in mind. *I understand the importance of making healthy choices. <b>Building Relationships</b> *I can play alongside other children with support. *I show an interest in other people and take part in shared experiences e.g., joining in with daily tasks and routines.	<b>Gross motor skills</b> *I am confident to experiment on ride on equipment e.g., bikes scooters. *I can experiment with my own movements within my play. <b>Fine motor skills</b> *I attempt to dress and undress myself independently. *I attempt to use a range of tools independently with little support. *I am beginning to show more control when mark making. I can copy patterns, zigzags, wavy lines across the page using a palmer or static grip.	<b>Comprehension</b> *I can talk about what I have learnt from information books using specific subject vocabulary. *I independently look at books, turning pages in the right direction and can make links between the illustrations and print. <b>Word reading</b> *I am developing an awareness of sounds and rhythms. I can distinguish between sounds and remember patterns of sound. I can talk about what sounds we make with my body and what the sounds mean. *I am beginning to recognise the initial letter of my name in the environment. <b>Writing</b> *I make marks on my picture to stand for my name.	<b>Body Percussion</b> *I am developing an awareness of sounds and rhythms. *I can distinguish between sounds and remember patterns of sounds. *I can talk about sounds I can make with my body and what the sounds means.	<b>Shape &amp; Measure</b> *I can talk about and explore 2D and 3D shapes and use informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'. I am beginning to use language to compare amounts.	<b>Past and Present</b> *I recognise some similarities and differences between things in the past and now. <b>People, Culture and Communities</b> *I begin to talk about the lives of the people around me and their roles in society. *I learn new vocabulary related to different occupations. <b>The World</b> *I know how to operate mechanical equipment such as wind-up toys and pulleys. *I look carefully at natural materials, animals and plants and discuss what I can see.	<b>Creating with materials</b> *I can join different materials together using tape, glue etc. *I change colours when I am drawing or painting. <b>Being imaginative and expressive</b> *I can express my thoughts and feelings through representation. *I join in and include others in role play scenarios. *I can explore a variety of sounds made by musical instruments
<b>Key Vocabulary</b>	<i>Interested</i> <i>Ideas</i> <i>Feelings</i> <i>Question</i> <i>Share</i> <i>Information</i> <i>Story</i> <i>Take Turns</i>	<i>Play</i> <i>Feelings</i> <i>Emotions</i> <i>Important</i> <i>Routines</i> <i>Teamwork</i> <i>Interested</i> <i>Healthy</i>	<i>Confident</i> <i>Experiment</i> <i>Tools</i> <i>Control</i> <i>Patterns</i> <i>Zigzag</i> <i>Wavy</i> <i>Independent</i>	<i>Learning</i> <i>Sounds</i> <i>Turn</i> <i>Patterns</i> <i>Name</i> <i>Picture</i> <i>Information</i> <i>Illustration</i>	<i>Rhythm</i> <i>Singing</i> <i>Songs</i> <i>Actions</i> <i>Copy</i> <i>Pattern of sound</i> <i>Beat</i> <i>Opposites</i> <i>Identify</i> <i>Percussion</i>	<i>2D / 3D shapes</i> <i>names</i> <i>Properties - sides, corners, straight, flat, round etc.</i> <i>Compare</i> <i>long / short, light / heavy, large / small, thin / thick, tall / short, full / empty, greater / less etc.</i>	<i>Recognise</i> <i>Similar</i> <i>Different</i> <i>Past</i> <i>Now</i> <i>Jobs</i> <i>Operate</i> <i>Name natural materials, animal &amp; plants</i>	<i>Join</i> <i>Different</i> <i>Materials</i> <i>Drawing</i> <i>Painting</i> <i>Feelings</i> <i>Musical</i> <i>Instruments</i>
<b>Core Books, Songs and Poems</b>	<b>Books</b> The Snowflake Shapes The Colour Monster Why Is It Dark At Night?			<b>Songs</b> On a Cold and Frosty Morning I Can Sing Rainbow Twinkle Twinkle Little Star 2D Shapes The Goldilocks Song The Spider Spins A Web		<b>Poems</b> Let's Put on Our Mittens I Can Build A Snowman Carrot Nose Spring Wind A little House Furry Furry Squirrel / Popcorn (FS)		
<b>Key dates</b>	Inset day – 6 <sup>th</sup> of Jan Home Visits – 7 <sup>th</sup> of Jan Term starts – 8 <sup>th</sup> of Jan Theatre visits - TBC Term ends – 14 <sup>th</sup> of Feb							

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