



St Nicholas at Wade CE Medium Term Planning

Topic Title:	Friends
Entry Point:	Circle time – Who am I? What makes us special? Guess Who! (Baby/toddler photos) and school tour
Exit Point:	Friends Film sharing new friendships/Friendship heart hunt Art Gallery of us and friendship garden
Link Text:	Where's Spot? Invisible String Kissing Hand Penguin Pinecone Bubble Trouble Lost and Found Enemy Pie Once there were giants Leaf Man
Vocabulary:	Friends, class, friendship, kind, sharing, turn taking, team, proud, special, unique Baby, toddler, child, teenager, adult, growing, headteacher, staff, lunch time supervisors, caretaker, office staff, secretaries, parents, hall, playground, classroom, library, studio, field, toilets, cloakroom
Parents as Partners:	Sharing our Friends Film Planting and decorating something special for our nature garden.
Values and St Nicholas Experience:	Friends! Throughout this term, the children will be discussing what makes them unique and special, how they are also part of a team (e.g. in their family, in their class at school) and what they do to make themselves proud. We will be introducing our values: courage, honesty, resilience, kindness and being the best they can be through our provision and our characteristics of learning. Naming school trees Tell a story out loud
Cultural Capital:	When reading Leaf Man, we will be considering what trees are in our school grounds and how we look after our environment. We will also learn about the artwork of Jackson Pollock and Alma Thomas and have a go at using their art skills in our own work.

Play is a hugely important part of the EYFS curriculum. Each day our experienced staff plan in play opportunities for the children that will help them to achieve their next steps within all areas of their learning. We record daily adaptations to our environment and continuous provision on our daily plans

Communication and Language	Learning Intentions (Development matters)	Learning Journey
	<p>Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Maintain attention in whole class and small group contexts for a short time. Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'clap clap= freeze & show me hand' or "Everybody do this..." Follow 1 step instructions e.g. put bookbag in drawer. Understand 'why' questions. Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'Good Morning!' Use talk to organise themselves and their play. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, stories and songs.</p>	<p>During our Heartsmart unit "Get Heartsmart" and Friends topic, the children will have many opportunities to discuss their likes dislikes, what makes them special and unique and what they do to make themselves feel proud. They will also talk about what groups/teams they belong to. During our topic the children will learn new vocabulary and be encouraged to use this vocabulary throughout the day, in lesson time and in Play to learn. They will describe the trees in our school grounds, discuss how we change as we grow in detail. They will listen to a range of fiction and non-fiction stories which they will learn to retell with increasing detail. Throughout the term, the children will always be encouraged to listen to their partners by looking at them and nodding to show they are listening.</p>
Personal, Social and Emotional Development	Learning Intentions (Development matters)	Learning Journey
	<p>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry' Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important. Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p>	<p>Through Friends, the children will learn how they are unique and special as individuals, but also how we can be in different teams, groups and part of a new community. In our topic, the children will learn about the families of the other children in the class. They will also learn about looking after their belongings, a healthy lifestyle to ensure that we can grow well (e.g. a balanced diet, regular physical activity, healthy</p>

	<p>Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on table, name card on bee.</p> <p>Can manage their own personal hygiene e.g., toileting.</p> <p>Interested in others play and starting to join in.</p> <p>Knows we work together to keep the class rules and earn positive rewards.</p> <p>Builds constructive and respectful relationships.</p> <p>Engage in positive interactions with adults and peers.</p> <p>Plays alongside one or more children.</p>	<p>eating, tooth brushing, sensible amount of 'screen time' and having a good sleep routine).</p>
Physical Development	Learning Intentions (Development matters)	Learning Journey
	<p>Develop their movement skills including; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Shows an awareness of space.</p> <p>Skip, hop, stand on one leg and hold a pose. Creates lines and circles pivoting from shoulder and elbow.</p> <p>Start to eat independently using a knife and fork.</p> <p>Begin to use one handed tools and equipment.</p> <p>Develop their fine motor skills so that they can use a range of tools competently.</p>	<p>In Friends, the children will learn about a healthy lifestyle to ensure that we can grow well (e.g. a balanced diet, regular physical activity, healthy eating, tooth brushing, sensible amount of 'screen time' and having a good sleep routine). Throughout the term, the children will develop their fine motor skills so that they can make marks and patterns, they will be encouraged to use the "Birdie Beak" grip when using their pen/pencil. The children will have regular write dance sessions and dough disco sessions where they will develop their muscle strength. Throughout the term, the children will continue to develop patience, turn-taking and self control when they need to line up and wait. They will also develop their understanding of how to eat with good manners. Through PE sessions, the children will focus on working as a team, learning how to change and exploring body movements.</p>
Specific areas of learning:		
Literacy	Learning Intentions (Development matters)	Learning Journey
	<p>Understand that print has meaning Recognise rhyme and alliteration and being to orally blend CVC words</p> <p>Develop phonological awareness</p> <p>Read individual letters by saying the sounds for them (Phase 2-s a t p i n m d g o c k c k e u r h b l)</p>	<p>During this term, the children will be listening to a range of fiction and non-fiction books. They will be encouraged to join in with the story and talk about what happens. They will orally re-tell a story using actions.</p>

	<p>Recognises tricky words: I and The</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Ascribes some meaning to marks</p> <p>Write some letters accurately</p> <p>Write some of their name</p> <p>Listens to and joins in with repeated refrains</p> <p>Shows interest in illustrations in books</p> <p>Develops "Birdie beak" pencil grip</p>	<p>In Term 1, in Little Wandle, children will be taught as a whole class to orally blend, recognise speedy sounds, hear initial sounds in words and recognise two tricky words.</p> <p>The children will begin to learn the mantras to form letters that they have been taught. When writing they will be encouraged to scribe the first sound they can hear in a word.</p> <p>They will begin reading in small groups using picture texts.</p>
Maths	Learning Intentions (Development matters)	Learning Journey
	<p>Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation)</p> <p>Use one to one correspondence (touch each object and give it a number)</p> <p>Know that the last number counted gives the total so far</p> <p>Count forwards and backwards 0- 10</p> <p>Count objects, actions and sounds</p> <p>Count out objects from a larger group</p> <p>Subitise to 5</p> <p>Compare two objects by size</p> <p>Respond to language of position and direction</p> <p>Continue, copy and create a pattern.</p>	<p>To start the term, the children will learn how to count by moving objects as they count and saying the number. Recognising the last number, they say is the total number of objects. They will begin to form the numbers 1-5 using a rhyme. The children will count forwards and backwards to 10. When comparing two groups, they will be able to identify which group is larger. The children will identify where an object is and describe it using specific language. Finally they will be able to create a repeating pattern.</p>
Understanding of the world	Learning Intentions (Development matters)	Learning Journey
	<p>Begin to make sense of their own life story and family's history</p> <p>Comment on images of familiar situations in the past (Own family history/how they have changed over the years)</p> <p>Learn about important people in school and their roles.</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>	<p>During Friends, the children will learn about our school and identify where things are within it. They will learn about the St Nicholas Community, how we are a part of a community and what they can contribute to the community.</p> <p>When exploring themselves, they will look at how they have changed through time and create their own timelines. They will make observations and comparisons using pictures.</p>

	<p>Draw information on a simple map</p> <p>Explore collections of materials with similar and different properties.</p> <p>Plant seeds and take care of growing plants</p> <p>Understand need to care for all living things</p> <p>Explore the natural world around them.</p> <p>Notice changes in states of matter (Baking Harvest pastries)</p>	<p>They will learn how to change for P.E and begin to be aware of how their bodies change with exercise.</p> <p>They will also learn to understand the need to care for the natural environment. The children will also plant seeds and take care of growing plants; recognising what plants need to grow well.</p> <p>In R.E the children will explore why the word "God" is so important to Christians.</p>
Creative Development	Learning Intentions (Development matters)	Learning Journey
	<p>Understand how to grip a pencil comfortably and explore making marks, creating lines, circles and crosses.</p> <p>Give meaning to marks made.</p> <p>Skill/Knowledge: Look at patterns in the style of Alma Thomas</p> <p>Experience: Explore colours and how they can be changed. Identify light and dark colours.</p> <p>Skill/knowledge: splatter painting in the style of Jackson Pollock.</p> <p>Painting within lines: self portraits</p> <p>Skill: Printing with hands, feet and fingers.</p> <p>Print in the style of Alma Thomas</p> <p>Skill: selecting a desired material in order to achieve a desired e different effect.</p> <p>Understanding: How different materials/textures feel and explore freely e.g malleable, fabrics, natural.</p> <p>Understanding: To know what transient art is.</p> <p>Skill: Using one-handed tools and equipment e.g. making snips in paper. Reinforce thumbs on top technique.</p> <p>Take part in simple, pretend play often based on familiar experiences e.g. making dinner, dressing the baby.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Develop storylines through small-world or role-play.</p>	<p>In Friends, the children will explore the artwork of Alma Thomas and Jackson Pollock. They will then work with different mediums to create their own creations using this experience as inspiration. The children will also develop their artistic skills by exploring colours, lines and printing.</p> <p>Transient art will continue to be offered in continuous provision.</p> <p>The role-play corners will be a home corner and shop to encourage different narratives and storylines.</p>

Learning Journey:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Home-visits</p>	<p>Mon- Meeting me! All about me boxes Tues- Portrait exploration, paint outlines Weds- Adding details to portraits and classroom scavenger hunt Thurs- Name writing and making a mini them. Fri-Outdoor scavenger hunt and All about me info sheet</p>	<p>Kissing Hand Mon-Parachute games Tues-Heart making and ascribing marks Weds-What makes a friend? Thurs-How to be a good friend? Fri-Re-telling a story Forest School-Nature names</p>	<p>Harvest/Bubble Trouble Mon-Parachute games Tues- Harvest celebration and apple pastry making Weds-Making names Thurs- Making friendship flowers Fri- Bubble Trouble book. Forest Friday- Making bubble wands</p>	<p>Lost and Found/Lion and the mouse Mon-Parachute games and Hoop game Tues- Lost and Found- Positional language Weds- Birthday cakes and adding candles Thurs- Helping friends and scribing sounds (Lion and Mouse) Fri- Leaf Man pictures/nature hunt</p>	<p>Mon-Parachute games and Hoop game, Heartsmart-Tool belts Tues- Showing friendship using Jelly babies Weds- Friendship heart making Thurs- Friendship heart making Fri- Friendship heart sharing</p>	<p>Penguin Pinecone Mon-Parachute games and Hoop game Tues- Making positive relationships and creating a complete picture of a friend Weds- Cutting skills- Penguin shapes. Thurs- Once we were giants- timeline of their life Fri- Friendship heart hunt Friends film and thankyou cards</p>