

## Medium Term Plan

English	Mathematics	Music	Physical Development
Daily Phonics. See separate Read Write Inc. planning.	Daily Maths See Maths Medium Term Plan (linked to Reception - Stepping Stones to Maths No Problem)	Taught through EAD. Daily Song or Rhyme of the week.	On-going through continuous provision. Alternate PSED with Physical.

Week	Focus Book/Song/Rhyme	Focus Area of Learning	Development Matters Obj.	Vocabulary: Explicitly taught, used and overused	Progression of Continuous Provision	
					Indoor	Outdoor
1	We are Gardeners! The Tiny Seed – Eric Carle  Song of the Week: (Tune: Farmer in the Dell)  The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds  Learn a new verse each week:  Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	Literacy Follow instructions to plant seeds. Talk about and sequence the planting process.	Enjoy listening to longer stories and can remember much of what happens. C&L: Use a wider range of vocabulary.	Seed, mountain, desert.  Planting bean seeds. Planting cress seeds.	<b>Adult led:</b> Lit – Planting cress and bean seeds. Talk about the planting process. Challenge – sequence images of the planting process. UTW – Seed Planting Investigation. EAD – Drawing plants and flowers, line, shade and colour. Physical – Exploring the garden area – Free digging and planting. EAD – Mixing secondary colours for painting flowers.	<b>Adult led:</b> C&L – Understand how to listen carefully and why listening is important. Listening Walk.
		UTW Investigation – Planting sunflower seeds as in the story. Ocean, desert, mountain, soil.	Plant seeds and care for growing plants.	Seeds, plants, grow, growing, soil, Water, sand, rock.	<b>Child led:</b> 1. Fine Motor – Sorting different seeds. 2. C&L – Garden Centre Role-Play. 3. UTW – Exploring natural materials. 4. Maths linked to current week’s learning in response to AfL. 5. EAD – Leaf printing. 6. Physical – Digging and sifting – Tuff Tray. 7. Lit – Sequence images of the planting process.	<b>Child led:</b> 1. Fine motor – Weaving with sticks and straw. 2. UTW – Exploring the garden area – Free digging and planting. 3. EAD – Music making in the outdoor environment. 4. Maths linked to prior week’s learning in response to AfL. 5. EAD – Drawing plants in the natural environment. 6. Florist Role-Play. 7. Lit – Mark making / shopping lists in role-play.
		EAD Drawing plants and flowers using lines, shade and colour.	Draw with increasing complexity and detail, and including details using appropriate colour, shading, size.	Lines, colour, shapes, texture.	<b>Child initiated:</b> In response to the direction the children take their learning.	
		Physical Exploring the garden area – free digging and planting opportunity.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Dig, soil, ground, prepare, planting, trowel, spade, fork.		
		EAD Mixing primary colours to find secondary colours. Painting plants and flowers.	Explore colour and colour-mixing.	Primary colours, red, yellow, blue Secondary colours, green, orange, purple, mix.		<b>Child initiated:</b> In response to the direction the children take their learning.

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2	We are Growing! Titch – Pat Hutchins Once There Were Giants – Martin Waddell Song of the Week: (Tune: Farmer in the Dell) The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds	Literacy Draw their own family and add labels.	Write some or all of their name. Write an increasing number of letters accurately.	Grow, young, old, baby, toddler, child.	<b>Adult led:</b> Lit – Draw their own family and add labels. UTW – Look at photos of babies, toddlers and children. Talk about how they have changed over time. UTW/EAD – Use natural materials to make environmental art – link to Andy Goldsworthy. Join materials, using masking tape, string, dough, clay etc. Physical – Understand health and growth. Brushing teeth and washing hands. Physical – Healthy eating and exercise.	<b>Adult led:</b> UTW – Caring for the natural environment – digging and sifting soil / sweeping and tidying.
	UTW Looking at photos of babies, toddlers and children over time. Talk about how they have changed over time.	Begin to make sense of their own life-story and family's history.	Grow, change, young, old, baby, toddler, child.  What can you do now that you couldn't do as a baby?			
	Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	UTW/EAD Use natural materials to make environmental art – link to Andy Goldsworthy.	Explore the natural world around them.	Art, model, environment, sculpture, collage, natural, artist.	<b>Child led:</b> 1. Fine Motor – Pencil skills - drawing. 2. C&L – Story pictures to promote talk – story retelling. 3. UTW – Join natural materials, using masking tape, string, dough, clay etc. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Painting family members. 6. 3D Malleable, making people or plants from the story - Titch. 7. Lit – Writing numbers 1-5.  <b>Child initiated:</b> In response to the direction the children take their learning.	<b>Child led:</b> 1. Gross motor – Trikes, bikes and scooters. 2. Music – Free exploration of instruments. 3. UTW – Caring for the natural environment – digging and sifting soil / sweeping and tidying. 4. Maths linked to prior week's learning in response to AfL. 5. EAD – Drawing natural objects – chalk and pastels. 6. Water play – Exploring natural objects – things that make a splash and things that don't. 7. Lit – Reading and writing shed.  <b>Child initiated:</b> In response to the direction the children take their learning.
	Physical – Understand health and growth. Brushing teeth and washing hands.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Health, hygiene, germs, wash, soap, water, teeth, toothbrush, toothpaste.			
Physical – Healthy Eating and Exercise.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Health, healthy, exercise, fitness, diet.				

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3	We are Growers!  Plant Life Cycles – Seed to Sunflower – non-fiction text  Katie and the Sunflowers – Story about Vincent Van Gogh	Literacy To know some features of a non-fiction text. Label a picture of a sunflower.	Know the names of the different parts of a book, page sequencing. Write some sounds correctly when 'writing' or adding labels.	Non-fiction, information, real life, cover, title, contents, blurb. Root, stem, leaf, flower.	<b>Adult led:</b> Lit – To know some features of a non-fiction text. Label a picture of a sunflower. UTW – Observe, measure and record what has happened to their seedlings. UTW – Observe and explain what has happened to seeds which had no water. EAD – Explore Artist Van Gogh – Sunflowers and Waterlilies. Physical – Outdoors – Paired and team games and ball skills; throwing, catching, kicking, rolling and racket skills. Link to previous work on exercise.	<b>Adult led:</b> Physical – Outdoors – Paired and team games and ball skills; throwing, catching, kicking, rolling and racket skills. Link to previous work on exercise.
	Song of the Week:  (Tune: Farmer in the Dell)  The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds	UTW Observe, measure and record what has happened to their seedlings.	Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them.	Seeds, plants, grow, growing, soil, water, sunlight.		
	Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	UTW Observe and explain what has happened to seeds which had no water.	Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them.	Seeds, plants, grow, growing, soil, water, sunlight, shoots, leaves, stem.	<b>Child led:</b> 1. Fine Motor – Cutting skills – images of plants to cut and stick. 2. C&L – Sorting plant parts, e.g. leaves, stems, roots and flowers. 3. Maths/EAD – Creating ABAB patterns using natural materials e.g. leaf, flower, leaf, flower. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Collage flowers – combining materials. 6. Garden Centre role-play. 7. Lit – Non-fiction books to explore.  <b>Child initiated:</b> In response to the direction the children take their learning.	<b>Child led:</b> 1. Fine Motor – Construction materials to make plants and flowers. 2. C&L – Reading and writing shed – non-fiction. 3. UTW – Farm and animals. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Using 2D shapes to make plant, flower, tree pictures. 6. Physical – Ball skills, throwing and catching. Different sized balls. 7. Lit – Drawing and labelling plants.  <b>Child initiated:</b> In response to the direction the children take their learning.
		EAD Explore Artist Van Gogh – Sunflowers and Waterlilies.	Explore colour and colour-mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Artist, colour, texture, sunflower, waterlily.		
		Physical Paired and team games and ball skills; throwing, catching, kicking, rolling and racket skills.	Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, and ball skills.	Team, game, ball, skills, throwing, catching, kicking, rolling, racket.		

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4	<p>We are Scientists!</p> <p>Plant Life Cycles – Seed to Sunflower – non-fiction text</p> <p>The Enormous Turnip (Traditional tale)</p> <p>Song of the Week:</p> <p>(Tune: Farmer in the Dell)</p>	<p>Literacy</p> <p>Sequence the characters from the story Enormous Turnip. Add labels to images of the man, cat, dog and rat.</p>	<p>Understand the five key concepts about print: print has meaning. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.</p>	<p>Once upon a time, beginning, middle, ending, enormous, turnip, old man, woman, boy, girl, dog, cat, rat.</p>	<p><b>Adult led:</b></p> <p>Lit – Sequence the characters from the story Enormous Turnip. Add labels to images of the man, cat, dog and rat.</p> <p>EAD UTW – Observing flowers using magnifying glasses (daffodils, tulips, lilies). Sketching flowers.</p> <p>UTW – To know and sequence the life-cycle of a plant; seed, shoot, leaves, flowers, seeds.</p> <p>UTW – To know how seeds can be dispersed.</p> <p>Early investigation skills – exploring wind dispersal, seeds flowing in water tubes, seeds distributed by scattering etc.</p> <p>UTW – To know some differences between Hall Green and the countryside.</p>	<p><b>Adult led:</b></p> <p>Physical/EAD/Lit Role-play the story of the Enormous Turnip. Start taking part in some group activities which they make up for themselves, or in teams.</p>
	<p>The farmer plants the seeds</p> <p>The farmer plants the seeds</p> <p>Hi, Ho, the derry O</p> <p>The farmer plants the seeds</p>	<p>EAD UTW</p> <p>Observing flowers using magnifying glasses (daffodils, tulips, lilies). Sketching flowers.</p>	<p>Explore the natural world around them. Describe what they see. Draw with increasing complexity and detail.</p>	<p>Daffodil, tulip, lily, sketch, shade, detail.</p>		
	<p>Additional Verses:</p> <p>The rain begins to fall</p> <p>The sun begins to shine</p> <p>The plants begin to grow</p> <p>The buds all open up</p> <p>The flowers smile at me</p>	<p>UTW</p> <p>To know and sequence the life-cycle of a plant; seed, shoot, leaves, flowers, seeds.</p>	<p>Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Life cycle, seed, plant, bean, sunflower, dandelion, daffodil, Busy Lizzie, blackberry.</p>	<p><b>Child led:</b></p> <ol style="list-style-type: none"> <li>1. Lit / Fine Motor – Pencil skills – draw and label characters from the story.</li> <li>2. C&amp;L – Making masks or puppets – story retelling.</li> <li>3. UTW – Making shopping lists different types of fruit and vegetables.</li> <li>4. Maths linked to current or previous week’s learning in response to AfL.</li> <li>5. EAD – Exploring texture – Leaf rubbing, pressing into dough etc.</li> <li>6. UTW – Sorting fruit and vegetables.</li> <li>7. Malleable – Making dough fruit and vegetables.</li> </ol> <p><b>Child initiated:</b></p> <p>In response to the direction the children take their learning.</p>	<p><b>Child led:</b></p> <ol style="list-style-type: none"> <li>1. Fine Motor – Jigsaw puzzles.</li> <li>2. C&amp;L – Reading area – non-fiction books.</li> <li>3. UTW – Matching animals and their young.</li> <li>4. Maths linked to current or previous week’s learning in response to AfL.</li> <li>5. EAD – Bark rubbing.</li> <li>6. Physical – Balls for bouncing and dribbling.</li> <li>7. Lit – Writing shopping lists for the market stall.</li> </ol> <p><b>Child initiated:</b></p> <p>In response to the direction the children take their learning.</p>
		<p>UTW</p> <p>To know how seeds can be dispersed.</p> <p>Early investigation skills – exploring wind dispersal, seeds flowing in water tubes, seeds distributed by scattering etc.</p>	<p>Understand the key features of the life cycle of a plant.</p>	<p>Seeds such as dandelions travel on the wind, Busy Lizzies have exploding seed pods that shoot seeds out, and blackberry seeds have a sweet juicy covering which birds will eat and deposit in their droppings.</p>		
	<p>UTW</p> <p>To know some differences between Hall Green and the countryside.</p>	<p>Begin to recognise some environments that are different to the one in which they live.</p>	<p>Features, land, environment, town, countryside, fields, hedgerows, roads, buildings.</p>			

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5	We are Scientists! Animals including Humans Life Cycles Tadpole's Promise by Jeanne Willis and Tony Ross	Literacy Make simple predictions about the story. Paint / draw 'Pearl' and 'Rainbow'. Share how the story ending makes them feel.	Engage in story times and make simple predictions. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Adult, babies, young, tadpoles, frogs, frogspawn, pearl, rainbow.	<b>Adult led:</b> Lit – Make simple predictions about the story. Paint / draw 'Pearl' and 'Rainbow'. Share how the story ending makes them feel. UTW – Sequence the life-cycle of a frog – play doh, craft opportunity. EAD – Make representations of tadpoles, frogs, caterpillars and butterflies. Paint, dough, collage.	<b>Adult led:</b> Gross motor / EAD – Fabric, scarves etc., to represent movement of a butterfly. Moving in different ways.
	Monkey Puzzle by Julia Donaldson  Song of the Week: (Tune: Farmer in the Dell)  The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds	UTW Sequence the life-cycle of a frog.	Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Egg, spawn, tadpole, froglet, frog.		
	Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	EAD Make representations of tadpoles, frogs, caterpillars and butterflies.	Develop increasing independence in selecting materials and creating their own artwork. To talk about their creations, explaining their choices.	Paint, model, collage, tadpoles, frogs, caterpillars and butterflies.	<b>Child led:</b> 1. Lit - Label characters from the story Speech Bubbles. 2. C&L – Photos of animals and their young to match and discuss. 3. UTW – From last week's learning, create a countryside painting, collage or picture. 4. Maths linked to current or previous week's learning in response to AfL. 5. Maths – Sequencing days of the week – Link to Hungry Caterpillar. 6. EAD – Make representations of tadpoles, frogs, caterpillars and butterflies. Paint, dough, collage. 7. EAD – Junk modelling butterflies, constructing and joining.	
		Literacy Monkey Puzzle by Julia Donaldson Story focus: Making predictions. Story retelling. Use props to retell a story.	To be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play. Engage in story times and make simple predictions. Develop storylines in their pretend play.	Monkey, puzzle, caterpillar, butterfly.  Why is it called Monkey Puzzle?		
	UTW Sequence the life-cycle of a butterfly.	Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	First, next, then, after that, egg, caterpillar, chrysalis, butterfly.			

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6	We are Environmentalist! Caring for Our Living World Dinosaurs and All that Rubbish – Michael Foreman	Literacy Retell the story in different ways, dinosaurs, rockets and rubbish in tuff tray. Puppets.	Be able to talk about familiar books, and be able to tell a long story. Engage in story times and retell the main events. Enjoy listening to longer stories and can remember much of what happens.	Planet, Earth, rubbish, environment, care, recycle, repair, reuse.	<b>Adult led:</b> Lit – Retell the story in different ways, dinosaurs, rockets and rubbish in tuff tray. Puppets. UTW – Children should know that they live in Birmingham, England which is in the UK. Locate on a map / Globe. EAD – Create artwork using recyclable materials, newspaper, carrier bags, foil etc. Collage, weaving etc. UTW – Explore light sources and shine light on different and through different materials. Lit – Litter picking and tidying the outdoor environment.	<b>Adult led:</b> PD: Revise and refine the fundamental movement skills they have already acquired: rolling- crawling - walking - jumping - running - hopping - skipping – climbing.
	Song of the Week. (Tune: Farmer in the Dell) The farmer plants the seeds The farmer plants the seeds	UTW Children should know that they live in Birmingham, England which is in the UK. Locate on a simple map / Globe.	Explore the natural world around them. Draw information from a simple map.	Planet, Earth, United Kingdom, country, England, City, Birmingham.		
	Hi, Ho, the derry O The farmer plants the seeds	EAD Create artwork using recyclable materials, newspaper, carrier bags, foil etc. Collage, weaving etc.	Explore colour and colour-mixing. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Link to Continuous Provision.	Recycle, repair, reuse, reduce waste.	<b>Child led:</b> 1. Lit – Dinosaur pictures to label. 2. C&L – Dinosaurs to explore and role-play. 3. UTW – Investigating torches and light with different materials, reflective, opaque, semi-opaque etc. 4. Maths linked to current or previous week's learning in response to AfL. 5. EAD – Drawing, painting, collage dinosaurs. 6. Physical – Cutting skills. 7. Malleable – Making dinosaurs from dough and junk modelling.	<b>Child led:</b> 1. Lit – Reading and free writing on Read, Write, Create! table. 2. C&L – Exploring reflective materials in Tuff Tray. 3. Construction – Making a home / den for a dinosaur. 4. Maths linked to current or previous week's learning in response to AfL. 5. UTW – Litter picking, tidying and tending the garden area. 6. EAD – Photos of dinosaurs to draw and colour. 7. PD – Challenge children to create their own dinosaur game. Allocate roles and develop rules for the game.
	Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	UTW Explore light sources and shine light on different and through different materials. To know the sun is a source of light for Earth.	Explore the natural world around them.	Sun, light, source, reflection, colours.		
		Literacy Make a poster for picking up litter / looking after our outdoor area. Litter picking and tidying the outdoor environment.	Write some sounds correctly when 'writing' or adding labels. Write an increasing number of letters accurately. Can say some letter sounds.	Poster, environment, litter, litter picking, bin, recycle		

Written by: Andrew Neale-Crane (Assistant Head Teacher) March 2023.