Rainbow Fish Class Medium Term Plan Spring 1 2023-2024 Topic/Theme: In my Garden

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|  | Week 1  (15.04.24) | Week 2  (22.04.24) | Week 3  (29.04.24) | Week 4  (06.05.24) | Week 5  (13.05.24) | Week 6  (20.04.24) |
| Communication and language | Children will have individual communication and language targets that adults will work on each week.  All children will focus on:  Sharing wants and needs with adults through actions, gestures, signs and symbols.  Children to respond to the good morning and good afternoon song with signs, pictures, symbols and sound buttons. Children to begin to communicate which toys they would like using picture symbols to communicate this. Follow simple routines using first and then boards. Select preferred items from objects/pictures.  Children to use the I like this/I don’t like | | | |  | | |
| New vocab focus:  Giant, bean, big, small, soil, plant, cow | | New vocab focus:  Red, wolf, Grandma, eyes, teeth, ears, woods | | New vocab focus:  Run, fast, catch, gingerbread,, bake, oven | | |
| English | Jack and the bean stalk  Share the book allowing children to touch the different parts of the book. Flash vocab cards repeatedly to develop language. Model activities each day for children to complete. Act out the story using small world resources. | | Little Red Riding Hood  Share the book allowing children to touch the different parts of the book. Flash vocab cards repeatedly to develop language. Model activities each day for children to complete. Act out the story using small world resources. | | The Gingerbread Man  Share the book allowing children to touch the different parts of the book. Flash vocab cards repeatedly to develop language. Model activities each day for children to complete. Act out the story using small world resources. | | |
| Phonics | ABC song  alphabet letters out in provision for children to order | | ABC song  alphabet letters out in provision for children to order | | ABC song  alphabet letters out in provision for children to order | | |
| Maths | Reacp sequencing numbers to 5  Ordering numbers to 5  Matching numbers  Listening to number songs to 5  Recognising numbers 1-5  Writing or mark making numbers to 5 | | Pupils to show an awareness of numbers in sequence to 6-10.  Ordering numbers 6-10  Matching numbers  Listening to number songs to 10  Recognising numbers 6-10  Writing or mark making numbers to 10 | | Pupils to show an awareness of numbers in sequence to 10.  Ordering numbers to 10  Matching numbers  Listening to number songs to 10  Recognising numbers 1-10  Writing or mark making numbers to 10 | | |
| Topic – In my Garden | Plants  Look at the different plants. Feel textures. Smell them. Water them.  Planting cress seeds. Use the tools and explore the texture of the soil and seeds.  Explore the sensory garden | Flowers  Explore the flowers. Look at the different colours, feel the textures, smell the scents.  Making flowers using different materials and resources  Explore the sensory garden | Vegetables - tomato  Carrot  Look at the vegetables as a whole. Touch, feel, smell and taste them. Paint/print with them.  Create a vegetable plate (gluing and sticking) | Vegetables -corn and broccoli  Look at the vegetables as a whole. Touch, feel, smell and taste them. Paint/print with them.  Bubble wrap corn on the cob pictures. | Fruits Pomegranate and  Plum  Look at the fruit as a whole. Touch, feel, smell and taste them. Paint/print with them. Cutting and sticking. Collaging fruits and fruit salad. | Fruit - Grapefruit  Peach  Look at the fruit as a whole. Touch, feel, smell and taste them. Paint/print with them. Cutting and sticking. Collaging fruits and fruit salad. |
| Sensory | Pupils will develop consistent responses to convey likes and dislikes.  Herbs and floral scents | Pupils will develop consistent responses to convey likes and dislikes.  Herbs and floral scents | Pupils will develop consistent responses to convey likes and dislikes.  Vegetable scents | Pupils will develop consistent responses to convey likes and dislikes.  Vegetable scents | Pupils will develop consistent responses to convey likes and dislikes.  Fruits | Pupils will develop consistent responses to convey likes and dislikes.  Fruits |
| Food fun | peppers | cucumber | tomato | melon | Pineapple | Kiwi |
| Physical Development | Gross motor skills - climbing and navigating the PE apparatus | Gross motor skills - climbing and navigating the PE apparatus | Gross motor skills - climbing and navigating the PE apparatus | Gross motor skills - climbing and navigating the PE apparatus | Gross motor skills - climbing and navigating the PE apparatus | Gross motor skills - climbing and navigating the PE apparatus |
| PSED | Focus on indicating their need to use the toilet or have nappy changed | Focus on indicating their need to use the toilet or have nappy changed | Focus on indicating their need to use the toilet or have nappy changed | Focus on indicating their need to use the toilet or have nappy changed | Focus on indicating their need to use the toilet or have nappy changed | Focus on indicating their need to use the toilet or have nappy changed |
| EAD | Focus on action songs  Triangles – faster slower stop and go. Tap out a simple beat  Acting out simple stories using small world | Focus on action songs  Triangles – faster slower stop and go. Tap out a simple beat  Acting out simple stories using small world | Focus on action songs  Triangles – faster slower stop and go. Tap out a simple beat  Acting out simple stories using small world | Focus on action songs  Triangles – faster slower stop and go. Tap out a simple beat  Acting out simple stories using small world | Focus on action songs  Triangles – faster slower stop and go. Tap out a simple beat  Acting out simple stories using small world | Focus on action songs  Triangles – faster slower stop and go. Tap out a simple beat  Acting out simple stories using small world |