Rainbow Fish Class Medium Term Plan Spring 1 2023-2024 Topic/Theme: Fairy Tales and Easter

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|  | Week 1  (26.02.24) | Week 2  (04.03.24) | Week 3  (11.03.24) | Week 4  (18.03.24) | Week 5  (25.03.24) | Week 6  (12.02.24) |
| Weekly Focus | The Three Little Pigs | | Goldilocks and the Three Bears | | Easter |  |
| 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. | | | |  | |
| New vocab focus:  House, pig, huff, puff, wolf, bricks, sticks, straw, build  Rhyme of the week - Old Mac Donald had a farm | | New vocab focus:  Hot, cold, soft, hard, big, small, bears, chair, bowl, bed  Rhyme of the week - bear nursery rhyme | | New vocab focus:  Egg, chick, baby, basket, bunny  Rhyme of the week – Chick Chick, Chick Chicken | |
| English | The Three Little Pigs  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.  Looking at different textures and materials. | | Goldilocks and the Three Bears  Share story with the children focus on the different size objects.  Ordering by size. Sorting objects. Flash vocab cards repeatedly to develop language. Model activities each day for children to complete. | | Easter activities all week  Cards  Nest cakes  Decorate a chick  Decorate an egg | |
| Phonics | ABC song  Flash the vocab from English | | ABC song  Flash the vocab from English | | ABC song  Flash the vocab from English | |
| Maths | Circle  What is a circle? Explore objects that are tringle shapes. Print circles.  Match circles to correct colour circle. Make a dough circle. | | Square  What is a square? Explore objects that are square shapes. Print squares.  Make squares with lolly sticks. Make a dough square. | | Rectangle  What is a rectangle? Explore objects that are rectangle shapes. Print rectangles.  Make rectangles with lolly sticks. Make a dough rectangles. | |
| Topic | Farm animals – Cows, Sheep –  Naming the animals. Matching animals. Listen to the sounds that they make. Look textures similar to animals. Talk about the colour of the animals. | Farm animals – Horse, pig  Naming the animals. Matching animals. Listen to the sounds that they make. Look textures similar to animals. Talk about the colour of the animals. | Farm animals – dog, chicken  Naming the animals. Matching animals. Listen to the sounds that they make. Look textures similar to animals. Talk about the colour of the animals. | Farm animals – duck, goat  Naming the animals. Matching animals. Listen to the sounds that they make. Look textures similar to animals. Talk about the colour of the animals. | Farm animals – peacock, chick  Naming the animals. Matching animals. Listen to the sounds that they make. Look textures similar to animals. Talk about the colour of the animals. |  |
| Sensory | Textures – Soft and fluffy  Items in the tough tray and adults to model language consistently. | Textures – hard and smooth  Items in the tough tray and adults to model language consistently. | Textures – rough and scratchy  Items in the tough tray and adults to model language consistently. | Textures – wet and dry  Items in the tough tray and adults to model language consistently. | Textures – slimy and sticky  Items in the tough tray and adults to model language consistently. |  |
| Food fun – Using spoon | Jelly | Angel delight | Mousse | custard | Nest cakes |  |
| Physical  Development | Gross motor development using large outdoor equipment.  Ribbon dancing waving above head.  Fine motor development- posting | Gross motor development using large outdoor equipment.  Ribbon dancing waving above head.  Fine motor development- using a pipette  Moving trucks in rainbow paint | Gross motor development using large outdoor equipment.  Ribbon dancing waving above head.  Fine motor- developing grip on mark making tools | Gross motor development using large outdoor equipment.  Ribbon dancing waving above head.  Fine motor- developing grip on mark making tools | Gross motor development using large outdoor equipment.  Ribbon dancing up and down movement  Fine motor- make pre-writing shapes |  |
| PSED | Following rules and routines reestablishing relationships with adults. | Developing shared attention. Accepting when activities end | Developing shared attention. Accepting adults in play. | Developing shared attention. Playing alongside our peers. | Developing shared attention  Taking turns with an adult and begin to introduce a peer. |  |
| Art and Design | Use different tools and resources to create pictures paint brush, rollers, toothbrushes, sponges etc. Use circles to create different pictures.  Music session- stop and go  Instrument tambourine | Use different tools and resources to create pictures paint brush, rollers, toothbrushes, sponges etc. Use circles to create different pictures.  Music session- fast and slow  Instrument tambourine | Use different tools and resources to create pictures paint brush, rollers, toothbrushes, sponges etc. Use squares to create different pictures.  Music session- fast and slow Maracas | Use different tools and resources to create pictures paint brush, rollers, toothbrushes, sponges etc. Use squares to create different pictures.  Music session- fast and slow Maracas | Use different tools and resources to create pictures paint brush, rollers, toothbrushes, sponges etc. Use rectangles to create different pictures.  Music session- exploring stop, go, fast and slow. Instrument of choice |  |