

ANS MEDIUM TERM PLANNING – SPRING 2020
LEARNING OBJECTIVES – USING DATA RESULTS

CLL	SKILLS	OPPORTUNITIES	
<p>LISTENING & ATTENTION 22- 36months • Single channelled attention. Can shift focus when name is called 30-50months *Listens to others one to one or in small groups, when conversation interests them.– 30-50</p> <p>UNDERSTANDING 22-36months *Understands, who, what, where, in simple questions</p> <p>* Developing understanding of simple concepts eg big/ little.</p> <p>SPEAKING 22-36months *Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts</p> <p>*Holds a conversation jumping from topic to topic</p> <p>*Uses a variety of questions, who, what, where</p>	<p><i>Recognise name. Be aware of their surroundings. Listen out for a different sound.</i></p> <p><i>Show active listening – face other person, stay quiet. Know the rules of taking turns when talking</i></p> <p><i>Know the vocabulary. Understand that who refers to a person, what refers to an object and where refers to a place</i></p> <p><i>Know the correct vocabulary. Know what the words mean</i></p> <p><i>Know the correct vocabulary. Be confident to talk.</i></p> <p><i>Relevant vocabulary. Know how a conversation works eg my turn, your turn</i></p> <p><i>Uses relevant vocabulary when asking who, what, where questions.</i></p>	<p>Group time/ Story time Listen Up activities.</p> <p>Adult to vocalise what the child is doing. Story time</p> <p>Wellcomm screening interventions. Sorting for size</p> <p>Family time discussions. Re-telling of a familiar story.</p> <p>Adult to demonstrate how to use the question words</p>	
PD	SKILLS	OPPORTUNITIES	
<p>MOVING & HANDLING 30-50months * Mounts stairs, steps or climbing equipment using alternate feet. *Walks downstairs, two feet to each step while carrying a small object.</p> <p>* Can catch a large ball.</p>	<p><i>Be able to negotiate steps. Look up.</i></p> <p><i>Be able to negotiate steps. Look straight ahead.</i></p> <p><i>Be able to watch the ball. Stand with arms open, but together. Fold the ball into arms when catching.</i></p>	<p>Outdoor play – Adult to demonstrate how to.... Set up obstacle courses/ use PE equipment to create stairs.</p> <p>Outdoor area – activity to check.</p>	

<p>*Can stand momentarily on 1 foot.</p> <p>*Draws lines and circles using gross motor movements</p> <p>HEALTH & SELF CARE</p> <p>22-36months</p> <ul style="list-style-type: none"> •Beginning to be independent in self-care, but still often needs adult support <p>30-50months</p> <p>*Observes the effect of exercise on their bodies</p>	<p><i>Be able to balance</i></p> <p><i>Be able to make marks that are recognisable</i></p> <p><i>Know how to use the toilet, wash hands, put coat on etc, but not yet proficient.</i></p> <p><i>Know how their body changes after exercise eg – heart rate goes up.</i></p>	<p>Healthy Movers/ Music</p> <p>Writing opportunities. Write Dance</p> <p>Practise – Wash hands regularly. Adult to remind to go to toilet. Adult to show the easy way to put a coat on unaided.</p> <p>Healthy Movers Outdoors – adult to prompt after a physical activity.</p>	
PSED	SKILLS	OPPORTUNITIES	
<p>SELF CONFIDENCE</p> <p>30-50months</p> <p>*Can select and use activities and resources with help.</p> <p>*Welcomes and values praise for what they have done.</p> <p>*Enjoys responsibility for carrying out small tasks.</p> <p>MAKING RELATIONSHIPS</p> <p>22-36months</p> <ul style="list-style-type: none"> •Seeks out others to share experiences. •Shows affection and concern for people who are special to them. <p>*May form a special friendship with another child</p> <p>MANAGING FEELINGS & BEHAVIOUR</p> <p>22-36months</p> <ul style="list-style-type: none"> * Responds to the feelings and wishes of others. * Tries to help or give comfort when others are distressed. 	<p><i>Know where resources are kept. Know who the adults are.</i></p> <p><i>Know that they have achieved something to the best of their ability. Enjoys the praise.</i></p> <p><i>Be able to follow instructions independently</i></p> <p><i>Be able to join in.</i></p> <p><i>Understand the unspoken rules of play</i></p> <p><i>Know the rules of play- taking turns and sharing.</i></p> <p><i>Know what to do when someone is upset – tell an adult, give a hug.</i></p>	<p>Adults give constructive praise eg ‘I like the way you have....’</p> <p>Family time recognition for achievements at home.</p> <p>Adults deliberately ask a child to help either specific child or ‘who can for me?’</p> <p>Family group time. Create a cosy space where children can gather to chat with friends Adult to facilitate play by demonstrating ‘how to’</p> <p>Group time discussions. Stories. Use face emojis Adults have an agreed method of dealing with behaviours Adults demonstrate how to comfort another child</p>	

READING	SKILLS	OPPORTUNITIES	
<p>30-50 months</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Recognises rhythm in spoken words. • Describes main story settings, events and principal characters. 	<p><i>Knows words to rhymes. Will join in.</i></p> <p><i>Know how many syllables there are in a word and know how to check.</i></p> <p><i>Actively listen to the story. Know the character names. Recognise where the story is set – home/ wood etc</i></p> <p><i>Be able to sequence a basic version of the story with adult prompt.</i></p>	<p>Story of the Week – Rhymes Listen Up activities/ Phonics programme</p> <p>Flipper Flappers/ Write Dance. Teach children to clap the syllables in a word – Family Time</p> <p>Traditional tale. Adult emphasis in certain parts of the story. Adult questioning to draw attention to setting, characters etc.</p>	
WRITING	SKILLS	OPPORTUNITIES	
<p>30-50 months</p> <p>* Sometimes gives meaning to marks they draw and paint</p>	<p><i>Be able to make marks with a variety of tools.</i></p> <p><i>Be able to say what they have drawn/ written.</i></p>	<p>Write Dance Writing opportunities everywhere to encourage mark making.</p>	

NUMBER	SKILLS	OPPORTUNITIES	
<p>22-36 months</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. * Recites some number names in sequence <p>30-50 months</p> <p>* Recites numbers in order to 10.</p>	<p><i>Know when a group is larger or smaller. Know vocabulary eg more/ less/ bigger/ smaller</i></p> <p><i>Have conservation of number ie 3ness of 3</i></p> <p><i>Know number names</i></p> <p><i>Know the order of the numbers</i></p>	<p>Adult questioning during continuous provision. Ask 'who has more'/ 'which group is bigger'</p> <p>Adult to demonstrate and correct – Maths area – Compare Bears</p> <p>Adult to demonstrate. Count at any opportunity</p>	

SHAPE, SPACE & MEASURES	SKILLS	OPPORTUNITIES	
<p>30-50 months</p> <p>* Uses positional language.</p>	<p><i>Know language – in, on, under, next to</i></p> <p><i>Begin to tessellate.</i></p>	<p>Family time activity. Use in free flow – Relate to story of the week</p>	

UNDERSTANDING THE WORLD	SKILLS	OPPORTUNITIES	
<p>PEOPLE & COMMUNITIES 22-36months *Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>THE WORLD 30-50months * Talks about why things happen and how things work</p> <p>TECHNOLOGY 22-36 months * Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p><i>Recognise what is the same and what is different</i></p> <p><i>Be able to talk about the things they have seen.</i> <i>Be confident to ask questions to clarify meaning.</i></p> <p><i>Be able to use the correct buttons and switches to operate equipment</i></p>	<p>Family time discussions. Looking at photos. OSBOX activities</p> <p>Indoors/ Outdoor area. Weather changes. Family time – SCIENCE focus each week</p> <p>Use of specific toys.</p>	

EXPRESSIVE ARTS & DESIGN	SKILLS	OPPORTUNITIES	
<p>MEDIA & MATERIALS 22-36months</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound <p>BEING IMAGINATIVE 30-50months *Uses movement to express feelings. •Creates movement in response to music</p>	<p><i>Know words to songs and rhymes</i> <i>Be confident to sing.</i></p> <p><i>Choose instruments and have a go.</i></p> <p><i>Play instrument in the correct way</i></p> <p><i>Be confident to dance/ move when hearing music</i></p>	<p>End of session. Ring games sessions. Opportunities to dance. Theme music playing during free flow. Sticky Kids Music sessions. Free flow enhancements</p> <p>Enhanced environment to encourage different ways to express themselves eg paint, collage, music Music choices played Healthy Movers weekly</p>	