Medium Term Plan 2024-25 – Term 5

Curriculum Intentions	Communication & Language	Personal, Social and Emotional Development	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Art and Design	Music Rhythm
Themes / Interests: Community / Occupations	Speaking * I can include new and rich vocabulary when communicating and consider others point of view. * I voice my own ideas and points of view and ask additional questions. * I build detail and depth into my conversations. Listening, attention & understanding * I can join in with actions or words linked to familiar story, rhyme or activity. * I can sustain a conversation.	Self-regulation * I show concern for others and look for help when needed. Managing Self * I look for solutions when things do not go to plan and ask for help when I need it. * I frequently make independent healthy choices and apply self-care. Building Relationships * I can play with other children, initiate ideas and follow ideas suggested by others. * I am developing a sense of morality and responsibility within the nursery community.	Gross Motor Skills * I can Independently ride around obstacles with growing confidence. * I can use learnt techniques to help me to control my movements. Fine Motor Skills * I am becoming increasingly independent and determined when getting dressed and undressed. * I can use tools effectively with good hand eye coordination. * I can copy familiar letter shapes and draws pictures with good control. I use a tripod grip.	Comprehension *I can join in with extended conversations about a book, asking questions, adding my own ideas, and checking the meaning of new words. *I can talk about characters and key events in the story and suggests what might happen next. Word reading *I am developing an understanding of alliteration. *I listen to sounds at the beginning of words and hear the differences between them. *I explore how different sounds are articulated, and extend my understanding of alliteration. *I can distinguish between the differences in vocal sounds, including oral blending and segmenting. *I explore speech sounds. *I can talk about the different sounds that I can make with my voice. *I am developing an awareness of different parts of a book e.g., front cover, title, illustrations, and author. Writing *I can write letters that are important to me and show an understanding of the letter shape that represents the sound.	Alliteration *To develop understanding of alliteration. *To listen to sounds at the beginning of words and hear the differences between them. *To explore how different sounds are articulated, and to extend understanding of alliteration.	Pattern & Proposition I can extend and create an ABAB pattern. I can notice an error in a repeating ABAB pattern and correct it. I use the language of pattern and preposition independently.	Past and Present 1 have an awareness of own identity, family and people who are important to me. People, Culture and Communities 1 have an awareness of own identity, family and people who are important to me. 1 ask and answer questions to deepen my understanding of different occupations. The World 1 use a widen vocabulary to describe the texture of different objects and how animals, and plants have grown and changed over time 1 can explain how I have achieved desired effects.	Creating with materials 1 express my thoughts and ideas whilst creating using a wide range of resources. 1 Intentionally mix colours for a desired effect and I am able to talk about the process. Being imaginative and expressive 1 understand a range of emotions and describe in detail what I am expressing. I can develop more complex stories in my imaginative play. I understand how to change sounds intentionally whist playing an instrument e.g., fast, slow, loud, soft etc.	First Stage *Moves in response to rhythms heard played on instruments (e.g. a drum) *Copies an adult's simple rhythmic patterns with increasing accuracy (e.g. by clapping or tapping). Second Stage *Able to follow basic rhythmic patterns on instruments with more consistency. *May create simple rhythms of their own.
Key Vocabulary	New Ask Continue Voice Detail Depth Conversation Join	Help Idea Choice Follow Solution Independent Responsibility Community	Obstacle Confidence Control Independent Determined Technique Coordination Letter shapes	Question Characters Alliteration Blend Title Illustrator Author Writing	Listen Copy Sounds Beginning Words Movements Same Different Match	Extend Repeating Correct AB / ABC Pattern Prepositions - In, on, under, next to, at, front, behind, between, beside etc	Family Important Understand Differences Texture Grown Changed Time	Ideas Mix Emotions Express Fast Slow Loud Soft	Rhythm Pattern Copy Long Short
Core Books, Songs and Poems	Books The Secret Path One To Ten And Back Again Ruby's Worry The Street Beneath My Feet			Songs 5 Little Firefighters Standing In A Row Miss Polly Had A Dolly London Bridge Is Falling Down The Wheels On The Bus Down at the Station			Poems I Have A little Frog Dance Pitter Patter Sliced bread A little shell		
Key dates	Inset Day – Tuesday 22 nd of April Home Visit Day – Wednesday 23 nd of April Term starts – Thursday 24 nd of April Visit to the high street – TBC Emergency services visits - TBC Term ends – Friday 23 nd of May								