

Spring 1 Medium Term Plan
FS2 – I need a Hero...

Prime Area Personal, social and emotional	Prime Area Communication and Language	Prime Area Physical Development
<p>Objectives:</p> <ul style="list-style-type: none"> To be able to initiate conversations, attend to and take account of what others say. To be able to explain own knowledge and understanding, and to begin to ask appropriate questions of others. To be able to take steps to resolve conflicts with other children, e.g. finding a compromise. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Objectives:</p> <ul style="list-style-type: none"> To have a two-channelled attention – can listen and do for short span. To listen and respond to ideas expressed by others in conversation or discussion. To use language to imagine and recreate roles and experiences in play situations. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To link statements and stick to a main theme or intention. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control. To begin to hold a pencil effectively to form recognisable letters. To understand the need for variety in food. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
<p>Activities:</p> <ul style="list-style-type: none"> Looking at and discussing heroes – What is a hero? What heroes do you know? Who are our everyday heroes? How is your mum / dad / family member a hero? Role play: 'Super Hero' toy shop: children negotiate their role. Outside area: Vets (from week 4) Circle time: resolving conflicts. How did they solve the problem? What would you do? How would you solve it? – Kalina, Moses, Sam.P, Evan, Nicolas Creating 'the ultimate super hero' What powers would you want? How would you solve a problem? Super hero day – dress as your favourite super hero. Discussions around heroes in our community / the everyday hero. Parents / carers to come in and talk to the class about their job. Roleplay area : Fire engine. Fireman visit from East Greenwich fire station. What does a fireman do? Focus on the role of Doctors / Nurses. Outside Role play: Hospital / surgery. Looking at books / videos about how we can stay healthy. A focus on 'animal heroes': Guide dog visit. 	<p>Activities</p> <ul style="list-style-type: none"> Asking questions to visitors about their job / role. Asking questions to visitors about their job / role. Reflecting on what they have learnt from the visit. 	<p>Activities:</p> <ul style="list-style-type: none"> Creating junk model 'super hero armour'. (tubes for arms etc.) and super hero toys to sell in the toy shop – Luca, Charlie, Nicolas, Evan, Sam.P, Moses, Mert Build super heroes using Lego – Moses, Harry, Ian Making super hero masks – Charlie, Nicolas, Grace, Emilie, Gwen Writing opportunities: Frozen (Ava, Kalina, Chiara, August), Spiderman (Moses, Evan, Sam P, Luca, Will) and The Incredibles themed tables. (continued until week 4) Creating a super hero picture by cutting out different body parts from magazines / comics- Charlie, Nicolas, Evan, Luca Play dough super heroes. 'Secret message' table – drawing super heroes Constructing with hero Lego – Charlie, Mert Introduce woodwork - 'builders station' Creating vehicles using junk modelling. Creating a simple tower using Lego (to then write / draw instructions for.) Create a healthy eating poster / fruit salad / soup. Opportunities for discussion about the changes to your body if you don't eat healthy food – Maxi, William D, Harry Creating a model home for a guide dog using junk modelling – MA Abbie, Ario, Alex P.E. One person as the guide dog, the other being guided around cones / a space with eyes closed.

Specific Area Literacy	Specific Area Numeracy	Specific Area Understanding of the World	Specific Area Expressive Art and Design
<p>Objectives:</p> <ul style="list-style-type: none"> To be able to segment the sounds in simple words and blend them together. To begin to read words and simple sentences. To know that information can be retrieved from books and computers. To be able to use their phonic knowledge to write words in ways which match their spoken sounds. To be able to write labels and captions. To attempt to write short sentences. 	<p>Objectives:</p> <ul style="list-style-type: none"> To use familiar objects and common shapes to create and recreate patterns and build models. To be able to use everyday language to talk about capacity and to compare quantities and objects and to solve problems. To begin to use everyday language related to money. To be able to use objects to add and subtract two single-digit numbers and beginning to count on or back to find the answer. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to look closely at similarities, differences, patterns and change. To be able to use ICT hardware to interact with age-appropriate computer software. To know that information can be retrieved from computers. To be able to select and use technology for particular purposes. To show care and concern for living things and the environment. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to constructs with a purpose in mind, using a variety of resources. To understand that different media can be combined and manipulated to create new effects. To use simple tools and techniques competently and appropriately. To be able to select tools and techniques needed to shape, assemble and join materials they are using. To be able create simple representations of events, people and objects. To play cooperatively as part of a group to develop and act out a narrative.
<p>Activities:</p> <ul style="list-style-type: none"> Writing opportunities: Superhero themed tables taken from the children's interests. Drawing pictures of characters / labelling them / writing sentences. Frozen – Ava, Kalina, Chiara, August Spiderman – Moses, Evan, Sam P, Luca, Will Describing the characters (The Incredibles) using adjectives – focus on personality. E.g. They are a hero because they are kind etc. BA children to practice writing name daily - Moses, Nicolas, Evan, Charlie, Harper, Grace MA children to create an information booklet about heroes over the term - Abbie, Emily, Kasia, Shubh, Ian, Delilah Design the 'Ultimate Super Hero' and label. Adjectives / powers. Take the 'best bits' from heroes you know. Writing opportunities within the Fire engine role play area: whiteboards, notebooks etc. Writing / drawing instructions for a simple Lego construction. Lego themed writing table. Looking at information books about doctors / nurses and how to stay healthy. Healthy eating. Information page on Guide dogs. (picture / caption/sentence) 	<p>Activities:</p> <ul style="list-style-type: none"> Build super heroes using Lego - Moses, Harry, Ian Creating junk model 'super hero armour'. (tubes for arms etc.) - Luca, Charlie, Nicolas, Evan, Sam.P, Moses, Mert Creating 'super hero potions' investigating capacity – how many cups will be needed to fill this container? Which one holds more / less? How do you know? Numicon for adding. Money : looking at coins. Buying super powers, eg. Laser eyes cost 5p flying cost 2p. Adding amounts together. Why do we learn to add? Sequencing / ordering instructions Subtraction with money: getting change in the shop. Creating a simple tower using Lego Tally charts – What is your favourite fruit? MA children to decide how they will record their findings – Abbie, Emily, William D, Delilah Creating a model home for a guide dog using junk modelling. Measuring to make it fit. – MA Abbie, Arlo, Alex 	<p>Activities:</p> <ul style="list-style-type: none"> Role play: 'Super Hero' toy shop: children negotiate their role. Outside area: Vets Phonics games on ipads – Nicolas, Grace, Evan, Harper, Sam.P, Moses, Eddie, Michelle, Ava, Rayan, Drawing tool on ipads to draw super heroes. Visits from firemen / parents / carers to talk about their jobs. Discussions around heroes in our community / the everyday hero. Focus on the role of Doctors / Nurses. Role play: Hospital / surgery. Opportunities for discussion about the changes to your body if you don't eat healthy food – Maxi, William D, Harry A focus on 'animal heroes'. Guide dog visit. Use website to find out more about guide dogs https://www.guidedogs.org.uk/microsites/guide-dogs-in-school/puppy-resources/how-can-a-guide-dog-change-a-life/ 	<p>Activities:</p> <ul style="list-style-type: none"> Build super heroes using Lego - Moses, Harry, Ian Creating junk model 'super hero armour'. (tubes for arms etc.) - Luca, Charlie, Nicolas, Evan, Moses, Mert Making super hero masks - Charlie, Nicolas, Grace, Emilie, Gwen Design the 'Ultimate Super Hero' through drawing, create costumes using junk modelling, cutting out body parts from magazines / comics. Painting them on easels. Introduce woodwork - 'builder's station' Creating vehicles using junk modelling. Creating a simple tower using Lego (to then write / draw instructions for.) Role play: Hospital / surgery. Create a healthy eating poster / fruit salad / soup. Making dog masks / creating a model home for a guide dog using junk modelling...then developing the model using a variety of materials