

## 2020 Medium Term Plan Year R- Term 2

Possible trips: Manor Barn walks/Bexhill Downs/ Barrack Hall Park

Creative Friday display: Autumnal Display seasonal changes...

Phonics/Spelling/vocab display: Phase 2 Phonics focus. CVC words and blending.

Maths vocab/display: Number/ Geometry. Independent recording displayed.



| Week | Letters and sounds  | Personal Social Emotional Development<br><br>PSED | Physical Development<br><br>PD  | Communication and Language<br><br>CL  | Literacy Focus Text- Room On The Broom<br><br>L  | Maths White Rose Focus- Number Geometry and Spatial thinking<br><br>M | Understanding The World<br><br>UTW                          | Expressive Arts and Design<br><br>EAD  |
|------|---|---|---|---|--|---|---|--|
| 1    | <u>Phase 2 Letters and Sounds</u> <ul style="list-style-type: none"> <li>I can blend the CVC words sat, sit, sin, pat, pit, pin, mat, din, dip, dam, nit, nap for reading by sounding out</li> <li>I can say the sound, recognise and write a letter for the phonemes g, o, c, k</li> </ul> | See themselves as a valuable individual.          | Progress towards a more fluent style of moving, with developing control and grace.  | Learn new vocabulary.<br><br>Use new vocabulary through the day.                        | Read individual letters by saying the sounds for them.   | Link the number symbol (numeral) with its cardinal number value.      | Talk about members of their immediate family and community. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. |
| 2    | <u>Phase 2 Letters and Sounds</u> <ul style="list-style-type: none"> <li>I can say the sound, recognise and write a letter for the phonemes ck, e, u, r</li> </ul>  | Build constructive and respectful relationships.  | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and | Ask questions to find out more and to check they understand what has been said to them. | Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. | Link the number symbol (numeral) with its cardinal number value.      | Name and describe people who are familiar to them.          | Explore, use and refine a variety of artistic effects to express their ideas and feelings. |

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|   |   |   | other physical disciplines including dance, gymnastics, sport and swimming.   |   |  |  |  |  |
| 3 | <b>Phase 2 Letters and Sounds</b> <ul style="list-style-type: none"> <li>I can say the sound, recognise and write a letter for the phonemes h, b, f, ff, l, ll, ss</li> <li>I can recognise and read the first 5 tricky words – the, to, I, go, no</li> </ul> | Build constructive and respectful relationships.            | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | Articulate their ideas and thoughts in well-formed sentences. | Read some letter groups that each represent one sound and say sounds for them. | Understand the 'one more than/one less than' relationship between consecutive numbers. | Comment on images of familiar situations in the past.                          | Return to and build on their previous learning, refining ideas and developing their ability to represent them. |
| 4 | <b>Phase 3</b> <ul style="list-style-type: none"> <li>Week 1: j v w x</li> </ul>  | Express their feelings and consider the feelings of others. | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.             | Articulate their ideas and thoughts in well-formed sentences. | Read a few common exception words matched to the school's phonic programme.    | Understand the 'one more than/one less than' relationship between consecutive numbers. | Compare and contrast characters from stories, including figures from the past. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. |

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| 5 | <b>Phase 3</b> <ul style="list-style-type: none"> <li>Week 2: y z, zz qu<br/>he, she</li> </ul>                        | Show resilience and perseverance in the face of challenge. | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. | Read a few common exception words matched to the school's phonic programme. | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. | Compare and contrast characters from stories, including figures from the past. | Create collaboratively sharing ideas, resources and skills |
| 6 | <b>Phase 3</b> <ul style="list-style-type: none"> <li>Week 3: ch sh th<br/>ng Alphabet song,<br/>we, me, be</li> </ul> | Show resilience and perseverance in the face of challenge. | Combine different movements with ease and fluency.  | Develop social phrases.  | Read a few common exception words matched to the school's phonic programme. | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. | Compare and contrast characters from stories, including figures from the past. | Create collaboratively sharing ideas, resources and skills |

**Green= Prime areas of learning    Purple= Specific areas of learning**

In the EYFS we adopt a play based approach to learning. We have objectives for the week that we will focus on and the children's interests will lead us to meet these objectives. We encourage the children to share their learning experiences with others and foster a love for learning through their individual interests.

What this might look like...

