

BHN MEDIUM TERM PLANNING – SPRING 2021
LEARNING OBJECTIVES – USING DATA RESULTS

CLL	SKILLS	OPPORTUNITIES	
<p>LISTENING & ATTENTION 22- 36months</p> <ul style="list-style-type: none"> • Single channelled attention. Can shift focus when name is called <p>UNDERSTANDING 22-36months</p> <ul style="list-style-type: none"> * Understands, who, what, where, in simple questions * Developing understanding of simple concepts eg big/ little. <p>SPEAKING 22-36months</p> <ul style="list-style-type: none"> * Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts * Holds a conversation jumping from topic to topic * Uses a variety of questions, who, what, where * Beginning to use word endings <p>30-50months</p> <ul style="list-style-type: none"> * Beginning to use more complex sentences using and or because 	<p><i>Recognise name. Be aware of their surroundings. Listen out for a different sound.</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 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. Know that a word changes depending on tense and plurals . Know what the endings are – er, s, ing, ed</i></p> <p><i>Know that two short sentences about the same thing can be linked together.</i></p>	<p>Group time/ Story time Listen Up activities.</p> <p>Adult to vocalise what the child is doing. Story time Wellcomm screening interventions. Sorting for size, 3 Bears</p> <p>Family time discussions. Re-telling of a familiar story.</p> <p>Adult to demonstrate word endings when speaking</p> <p>Adult to ask why questions.</p>	
PD	SKILLS	OPPORTUNITIES	
<p>MOVING & HANDLING 22-36months</p> <ul style="list-style-type: none"> * Beginning to use 3 fingers to hold writing tools (tripod grip) * Imitates drawing simple shapes such as circles and lines 	<p><i>Hold pen correctly – adult to demonstrate</i></p> <p><i>Be able to make marks. Be able to control pen</i></p>	<p>Writing opportunities everywhere to encourage mark making.</p> <p>Write Dance</p>	

<p>* May be beginning to show preference for a dominant hand</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> <ul style="list-style-type: none"> *Observes the effect of exercise on their bodies 	<p><i>Use the same hand each time, to pick up objects</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>Adult to note.</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>22-36months</p> <ul style="list-style-type: none"> •Expresses own preferences and interests. <p>30-50months</p> <ul style="list-style-type: none"> *Can select and use activities and resources with help. *Welcomes and values praise for what they have done. *Enjoys responsibility for carrying out small tasks. <p>MAKING RELATIONSHIPS</p> <p>22-36months</p> <ul style="list-style-type: none"> *May form a special friendship with another child <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. * Aware that some actions can hurt or harm others 	<p><i>Able to show by word or action which activity is a favourite and which is not.</i></p> <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><i>Know that some behaviour is unacceptable and be able to stop.</i></p>	<p>Adult to ask what the child likes to do and why</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.</p> <p>Adult suggest child plays with another.</p> <p>Group time discussions.</p> <p>Stories. Use face emojis</p> <p>Adults demonstrate how to comfort another child</p> <p>Adults have an agreed method of dealing with behaviours</p>	

READING	SKILLS	OPPORTUNITIES	
<p>22-36months •Repeats words or phrases from familiar stories</p> <p>30-50 months •Recognises rhythm in spoken words.</p> <p>•Describes main story settings, events and principal characters.</p>	<p><i>Be able to sit and actively listen to an adult.</i> <i>Be able to join in with the repeated phrases.</i></p> <p><i>Know how many syllables there are in a word and know how to check.</i> <i>Actively listen to the story.</i> <i>Know the character names.</i> <i>Recognise where the story is set – home/ wood etc</i> <i>Be able to sequence a basic version of the story with adult prompt.</i></p>	<p>Story of the Week – Traditional tales Rhymes Listen Up activities/ Phonics programme</p> <p>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>30-50months *Sometimes gives meaning to marks they draw and paint</p>	<p><i>Be able to make marks with a variety of tools.</i> <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 * Creates and experiments with symbols and marks representing ideas of number.</p> <p>•Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.</p> <p>30-50months *Recites numbers in order to 10.</p>	<p><i>Be able to make marks that are not writing letters.</i> <i>Be able to say what number they have written.</i></p> <p><i>Know when a group is larger or smaller. Know vocabulary eg more/ less/ bigger/ smaller</i> <i>Have conservation of number ie 3ness of 3</i></p> <p><i>Know number names.</i></p>	<p>Tallying –outdoors – how many? 3 Bears Clipboards in number area.</p> <p>Adult questioning during continuous provision. Ask ‘who has more’/ ‘which group is bigger’ Adult to demonstrate and correct – Maths area – Compare Bears</p> <p>Count at any opportunity</p>	

SHAPE, SPACE & MEASURES	SKILLS	OPPORTUNITIES	
<p>30-50 months * Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>*Uses positional language.</p>	<p><i>Recognise that some things have common properties.</i> <i>Be able to group them together.</i> <i>Know the vocabulary to name the 4 basic shapes</i> <i>Begin to tessellate.</i></p> <p><i>Know language – in, on, under, next to</i></p>	<p>4 basic shapes. Collecting and sorting shaped objects. Talk about similarities and differences. Look at real life shapes both indoor and out. Tally shapes Enhancements that use shape.</p> <p>Family time activity. Use in free flow – 3 bears</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 3 Bears family contrast to own family</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><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>End of session. Ring games sessions. Opportunities to dance eg Lunch time boogie. Theme music playing during free flow. Sticky Kids Music sessions. Free flow enhancements</p>	

BEING IMAGINATIVE

30-50months

*Uses movement to express feelings.

- Creates movement in response to music

Be confident to dance/ move when hearing music

Healthy Movers weekly.

Enhanced environment to encourage different ways to express themselves eg paint, collage, music

Music choices played