

**CVIS Pre School Class**

**Medium Term Plan (Spring1 2018-2019) 22-36mnths\*, 30-50mnths\*, 40-60+mnths\***

**Topic- Healthy Me**

**PRIME AREAS**

**SPECIFIC AREAS**

WC	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Communication and Language</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
7 <sup>th</sup> & 14 <sup>th</sup> Jan  <b>HEALTHY EATING</b>	<p>Demonstrates friendly behaviour, initiating conversations...*</p> <p>Shows confidence in asking adults for help.*</p> <p>Can inhibit own actions/behaviours*</p>	<p>Eats a healthy range of foodstuffs....*</p> <p>Moves freely and with pleasure and confidence in a range of ways.*</p> <p>Shows understanding good practices with regard to eating contribute to good health*</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhythms/stories*</p> <p>Understands use of objects.*</p> <p>Uses language as a powerful means of widening contacts..*</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes*</p> <p>Ascribes meanings to marks that they see in different places *</p> <p>Letters&amp;Sounds Aspect3 Body Percussion</p>	<p>Uses some number names accurately in play. *</p> <p>Recites numbers in order to 5 then to 10. *</p> <p>Shows awareness of similarities of shapes in the environment. *</p>	<p>Recognises and describes special times or events for family or friends. *</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. *</p>	<p>Taps out simple repeated rhythms*</p> <p>Explores and learns how sounds can be changed.*</p> <p>Sings to self and makes up simple songs. *</p> <p>Beginning to be interested in and describe texture*</p>
21 <sup>st</sup> & 28 <sup>th</sup> Jan  <b>PARTS OF BODY/HYGIENE</b>	<p>Initiates conversations, attends to and takes account of what others say*</p> <p>Growing ability to distract self when upset*</p>	<p>Observe the effects of activity on their bodies. *</p> <p>Runs skilfully and negotiates space successfully..*</p>	<p>Holds a conversation jumping from topic to topic.*</p> <p>Learns new words very rapidly and is able to use them in communicating. *</p>	<p>Suggests how the story might end *</p> <p>Listens to stories with increasing attention and recall *</p> <p>Letters&amp;Sounds Aspect 4 Rhythm&amp;Rhyme</p>	<p>Knows that numbers identify how many objects are in a set. *</p> <p>Beginning to represent numbers using fingers....*</p> <p>Use positional language. *</p>	<p>Shows an interest in technological toys with knobs or pulleys or real objects such as cameras. *</p> <p>Talks about why things happen and how things work.*</p>	<p>Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects*</p> <p>Builds stories around toys eg. farm animals *</p>

<p>4<sup>th</sup> Feb</p> <p><b>HEALTHY LIVING</b></p>	<p>Is more outgoing towards unfamiliar people...*</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.*</p>	<p>Understands that equipment and tools have to be used safely. *</p> <p>Can stand momentarily on one foot when shown.*</p> <p>Draw lines and circles using gross motor movements*</p>	<p>Responds to simple instructions.*</p> <p>Uses a variety of questions eg. what, where who*</p> <p>Uses simple sentences.*</p>	<p>Gives meaning to marks they draw, write and paint. *</p> <p>Shows interest in illustration and print in books and print in the environment. *</p> <p>Letters&amp;Sounds Aspect4 Rhythm&amp;Rhyme</p>	<p>Sometimes matches numerals and quantity correctly. *</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. *</p>	<p>Knows how to operate simple equipment, eg turns on CD. *</p> <p>Shows interest in different occupations and ways of life. *</p>	<p>Uses various construction materials. *</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.*</p> <p>Makes up rhythms. *</p>
<p>11<sup>th</sup> Feb</p> <p><b>EXERCISE-THE EFFECTS OF ACTIVITY ON THE BODY</b></p>	<p>Initiates conversations, attends to and takes account of what others say.*</p> <p>Confident to talk to other children when playing and will communicate freely about own home and community.*</p>	<p>Uses one handed tools and equipment. *</p> <p>Holds pencil between thumb and two fingers,.*</p> <p>Observes the effects of activity on their bodies. *</p>	<p>Focussing attention-still listen or do, but can shift own attention.*</p> <p>Beginning to use word endings *</p> <p>Beginning to use more complex sentences to link thoughts *</p>	<p>Recognises familiar words and signs such as own name and advertising logos*</p> <p>Hears and say the initial sound in words. *</p> <p>Letters&amp;Sounds Aspect5 Alliteration</p>	<p>Compares two groups of objects, saying when they have the same number*</p> <p>Shows and interest in number problems*</p> <p>Shows interest in shapes in the environment. *</p>	<p>Developing an understanding of growth, decay and changes over time. *</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. *</p>	<p>Realises tools can be used for a purpose. *</p> <p>Explores what happens when they mix colours.*</p> <p>Notices what adults do, imitating what is observed and then doing it..*</p>