



## Physical Development

### Gross Motor Skills

#### **PE Passport: Transport**

Children will travel in a variety of ways.

Children will adjust speed and direction to avoid obstacles.

#### **Fundamental Movement Skills**

Jump for distance, Underarm throw, Running Fast, Catching, Rolling an object, Travel under and through apparatus, Jump for distance, Hopping, Push an object, Balance on apparatus, Jump off apparatus, Egg roll, Pencil roll, Teddy bear roll, Forwards roll, Rock and roll, Skipping, Jump for distance, Gymnastic rolls, Climb using alternate feet, Push a ball using a bat, Jump and land appropriately, Underarm throw/ Overarm throw, Climbing, Balancing on small and large body parts.

#### **PE Passport: Elmer**

Children will make a range of shapes on small body parts.

Children will travel in a range of ways and negotiate space successfully.

#### **Fundamental Movement Skills**

Jumping for distance, Running fast, Travel on hands, Travel on feet, Climbing, Balancing on small and large body parts, Balancing on one leg, Rolling, Under arm throw, Over arm throw, Hopping, Catching, Travel on hands and feet, Skipping, Rock and Roll, Egg roll, Teddy roll, Pencil roll, Forwards roll, Underarm throw, Jumps – straight, star, pike and straddle

### Fine Motor Skills

DT 1) **Exploring threading and weaving:** children will be demonstrate good fine motor skills when threading a variety of materials– ribbons, beads, string. Children will thread accurately holding their hand steady. *Key Vocabulary: Thread, weave, pinch, push, pull, through, under, over, up, down, Pattern*

DT 2) **Paper Weaving:** Children will be able to practise and apply weaving skills when using paper. Children will be able to weave the paper with the correct over-under, under-over technique. Children will use the scissors to cut along the lines, stopping at the correct point. *Key Vocabulary: weave, push, pull,*

DT 3) **Sewing with hessian:** Children will be able to hold the needle and push it through the hessian, pulling it out the other side. Children will begin to sew along a line, *(even if the stitches aren't straight or close together)* Children will persevere when if they find the threading challenging. *Key Vocabulary : push, pull, through, back, front, sew, sewing needle, wool, thread, Hessian*

DT 5) **Creating Bookmarks:** Children will create a textiles product (bookmark) following their own design. Children able to transfer their design to the fabric, keeping the design the same. Children will be able to hold the needle and push it through the hessian, pulling it out the other side. *Key Vocabulary: Bookmark, embroider, sew, Victorian, design, push, pull, through, front, back, sew, sewing needle, wool, thread, Hessian*

**DT Seasonal)** Children will apply their skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations

Computing 3) Children will learn to operate a basic camera to take photographs of their independent play making sure they take a photo correctly (subject is in shot, not blurry) . *Key Vocabulary: Camera, iPad, Tablet, Lens, Point, Shoot, Capture, Picture, Image, Gallery, Record, Photograph, Photographer, Still, Blurred, Blurry, Crisp, Clear*

## Personal, Social and Emotional Development

*Self– Regulation    Managing-Self  
Building Relationships*

### **Puzzle 3 Dreams and Goals**

#### **Piece 1 Challenge**

Children will understand that if they persevere they can tackle

challenges.

#### **Piece 2 Never Giving Up**

Children will be able to talk about a time when they didn't give up until they achieved a goal.

#### **Piece 3 Setting a Goal**

Children will know how to set a goal and work towards it.

#### **Piece 4 Obstacles and Support**

Children will know how to use kind words to encourage people.

#### **Piece 5 Flight to the Future**

Children will understand their own rights and how this means that everyone is allowed to learn and play.

#### **Piece 6 Award Ceremony**

Children will say how they feel when they achieve a goal and know what it means to feel proud.

*Key Vocabulary: Goal, Achieve, Success, Proud, Strengths, Persevere, Difficult, Challenge, Team work, Problem-solve.*

**Computing 5)** Children will be able to take selfie photographs independently to create a class gallery. Children will be also be able to discuss and write something positive about themselves. *Key Vocabulary: Camera, iPad, Tablet, Lens, Point, Shoot, Capture, Picture, Image, Gallery, Record, Photograph, Photographer, Still, Blurred, Blurry, Crisp, Clear*

# Feniscowles Primary School Medium Term Planning

## EYFS Spring 1: Who lives in a house like this? Knowledge and Skills, Prime Areas

### Communication and Language

#### *Listening, Attention and Understanding/Speaking*

DT 6) **Evaluating Bookmarks:** Children will work in pairs, and will be able to reflect and evaluate each other's bookmarks ( paper versus fabric designs). Children will be able to discuss if the fabric bookmark look like the design on paper? If not, what is different? Children will be able to discuss that they would do differently next time they undertake a sewing project.

**Charanga: Everyone!**

*Children will listen and respond to different styles of music.*

*Children will learn how to find the pulse in different ways.*

*Children will learn to improvise leading to playing classroom instrument.*

*Children will explore high and low (pitch and improvisation with voices)*

*Children will be able to create their own sounds (improvisation and composition with voices and/or instruments)*

*Children will Learn to sing the following nursery rhymes : Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees And Toes*

#### **Understanding/Speaking**

Children will be encouraged to ask questions to find out more and to check they understand what has been said to them.

Children will retell stories, once they have developed a deep familiarity with the text; repeating the familiar language.

Children will retell stories using their own words.

Children will respond to discussions with questions or comments.

Children will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they happen.

Children will use talk to support their imaginative play.

Children will be encouraged to ask questions to find out more and to check they understand what has been said to them.

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Children will use talk to support their imaginative play.

Children will be able to talk about characters from a familiar story such as the three little pigs.

Children will be able to name different materials such as straw, wood and bricks.

Children will retell the story of the Three Little Pigs.

#### **Computing Systems and Network (Online safety: Who can help me? )**

**Computing 1)** (Links to PD/C&L) Children will learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary as below.

*Key Vocabulary: Mouse, Buttons, Keyboard, Keys, Motherboard, USB stick, System fan, Hard drive, Monitor, Computer tower, Speaker, Click, Push, Pull, Twist, Under, On top of, Behind, Open, Shut, Larger, Smaller.*

**Computing 2)**Children will use a selection of everyday technology to explore: mobile phones, walkie talkies, tablet/iPad, digital camera, digital clock, remote control, electric toothbrush Children will assimilate new vocabulary given by an adult or peer and use it themselves . Children will show critical thinking or problem solving skills when exploring the items (eg. how to take out and replace batteries) Tools: screwdrivers, magnifying glasses

*Key Vocabulary: Computer, Dial, Technology, Power, Electricity, Batteries, Click, Push, Pull, Twist, On, Off*

#### **(Computing 3-PD Links)**

**Computing 4)** Children further develop their photography skills, taking photographs of their discoveries on a walk around the school grounds. Prior to their walk children will decide as a group what they are searching for/the purpose of their walk (shapes, numbers, signs of the seasons, colours ect.)

*Key Vocabulary: Camera, iPad, Tablet, Lens, Point, Shoot, Capture, Picture, Image, Gallery, Record, Photograph, Photographer, Still, Blurred, Blurry, Crisp, Clear*

#### **Computing 5) (Links with PSED)**

**Number / Numerical Patterns**

1)Numbers to 10 –Children will learn to recognise and count different representations of numbers up to 10 and use a ten frame to help structure their counting and reasoning. The concept of cardinality is reinforced throughout and children are encouraged to subitise and to see number bonds beyond 5 as an efficient counting strategy.

*(ELG— Number Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system )*

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- ten frame, count, how many, total, altogether
- count forwards, count backwards
- same, different, odd one out
- more, fewer, collections, group
- dice, method

2) **Comparing numbers within 10**– Children will learn to identify more or less than a number up to 10, introducing the concept of addition by combining two groups of objects finding the difference between the two amounts.

*(Number ELG: Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5. Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity)*

- more, fewer/fewest
- greater/greatest, smaller/smallest, large/largest, taller/tallest, shorter/shortest

3) **Combining 2 groups to find the whole** — Children will confidently master the skill of combining two groups to find a whole up to 10. Children will use the part-whole model through addition by combining two parts to make a whole.

*. (Number ELG: Have a deep understanding of number to 10, including the composition of each number Subitise up to 5 Automatically recall number bonds up to 5 and some number bonds to 10, including double facts Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity*

- count, part, whole,
- altogether, how many, total
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- addition, adding together, counting

4) **Measure** — Children will learn how to compare two or more items using the vocabulary of measure and will begin to use non-standard measures to measure then compare items. *(DM statement: Compare length, weight and capacity )*

- large/larger/largest, bigger, small/smaller
- longer/longest, shorter/shortest, tall/taller/tallest, further/furthest
- heavy/heavier/heaviest, light/lighter/lightest
- same, different, amount, widest, thinnest
- length, width, height, weight
- equal, the same, balanced, balance scale
- estimate, predict, check, measure, compare, order

**EYFS Spring 1: Who lives in a house like this**

**Knowledge and Skills, Specific Areas**

**Understanding the World**

**Past and Present, People and Communities, The Natural World.**

**Past and Present (History):DT 4)** Children will learn about the history of the bookmark back in Victorian times and compare them to modern-day styles before developing design ideas for their own. Children will be able to make a simple design thinking about the materials they will have available to them .

- Children will know that bookmarks became popular about 200 years ago in Victorian times.
- Children will know that in those days, bookmarks were called ‘bookmarkers’.

*Key Vocabulary: bookmark, embroider, sew, Victorian, design, 200 years, bookmarkers.*

**The Natural World (Science)**

**Key Text : A Place Called Home**

Children will know that in Greenland some months the sun never rises above the horizon.

Children will be able to identify 5 animals that live in Greenland: polar bears, hump back whales, walruses, reindeer, white-tailed eagle, musk oxen.

The children will know that in Greenland in winter time the weather is so cold that the sea freezes and the fishermen have to make holes in the ice to catch the fish. Children will know that the Fishermen use a fishing rod called a harpoon.

**Collins, chemistry: objects and materials**

Children will be able describe a range of homes house, flat, bungalow, tent, caravan and give reasons why the different homes are suitable for the people who live there. Children will be able to articulate why homes are a necessity (warmth, shelter)

*Key Vocabulary: home, animal homes, (stable, nest, kennel), human homes, (house, flat, bungalow, tent, caravan) materials to make homes ( brick, wood, concrete, ice, sticks, mud, fabric) parts of home (walls, roof)*

Children will know how the structure of different homes and the materials used make them suitable for their different inhabitants. **Key Vocabulary: human homes, e.g. house, flat, bungalow, tent, caravan materials to make homes, e.g. brick, wood, concrete, ice, sticks, mud, fabric parts of home, e.g. walls, roof, window, door**

*window, doors)*

**People and Communities (Geography):**

- Children will know what type of house they live in. - terrace, bungalow, semi detached ect.
- Children will be able to distinguish between a new house and an old house. Children will be able to discuss similarities and differences.
- Children will know all the key features of a home: *roof, windows, door, garage, chimney, attic, driveway, garden*
- Children will know that we live in Blackburn and the first line of their address.

*Vocabulary: Map, Blackburn, Feniscowles, Post Office, School, Play Ground, Modern, New, Old, roof, windows, door, garage, chimney, attic, driveway, garden.*

**People and Communities (R.E):**

**R.E: Kaffemik**

Children will know that Greenlanders throw a special party called **Kaffemik** to celebrate all kind.

Children will know that at the Kaffemik celebration Greenlanders take of their shoes and enjoy popular Greenlander treats *(fish soup, crowberry muffins and hot coffee).*

**R.E Syllabus—Which places are special and why?**

**The Natural World (Geography)**

- Children will know that Greenland is the worlds largest Island .
- Children will know that Inuits live in Greenland.
- Children will know that some people from Greenland live in wooden houses. Children will discuss similarities and differences between houses in Greenland and houses in England.
- Children will know that an Igloo is made from blocks of snow placed on top of each other, often in the shape of a dome
- Children will know that Igloos were used in winter as temporary shelters by hunters when they were away from their regular homes.

*Key vocabulary: Greenland, Inuits, England, Igloo*

**Expressive Arts and Design**

*Creating with Materials/ Being Imagina-*

EAD 1) **Exploring Clay:** Children will explore clay and will be able to discuss its properties- *silky, smooth, slippery, slimy, wet, sticky, squelchy.* Children will be able to talk about the movement or force they are using to manipulate the clay e.g. push, squash, pinch

EAD 2)**Exploring Playdough:** Children will explore playdough and its properties. Children will identify the similarities and differences between clay and playdough. Children will be able to talk about the movement or force they are using to manipulate the playdough e.g. push, squash, pinch *Key vocab: smooth, squashy, soft, sticky, squelchy, push, pull, poke, twist, bend, stretch, roll, squash, pinch, cut, chop, Slice.*

EAD 3) **3D Landscape Art:** Children will create natural 3D landscape pictures using found objects. Children will be able to use a glue spreader to competently stick down the objects. Children will be able to use their fine motor skills to work with smaller natural objects . *Key Vocabulary: leaves, twigs, petals, seed pods, bark, landscape, collage, 3D art*

EAD 4) **Designing Animal Sculptures:** Children will be able to generate inspiration and conversation about sculpture art and artists: Beth Cavener or Julie Wilson . Children will be able to make observations of the sculpture artists’ work and talk about the things they like and dislike Children will create a **design** for a 3D animal sculpture. *Key Vocabulary: sculpture, clay, 3D, design, create.*

EAD 5) **Creating Animal Sculptures:** Children will create a 3D clay sculpture using the designs created last lesson. Children will be able to manipulate the clay to give a desired effect. Children will be able to reflect upon their own designs or make comments about what they think is or isn’t working . *Key Vocabulary: Sculpture, clay, rolling, pinching, squashing, flattening, smoothing, Joining*

EAD 6) **Painting Animal Sculptures:** Children will be able to use their paintbrushes effectively when painting their 3D clay sculpture. Children will be able to talk about the colours they have chosen and name them correctly . Children will share their creation, explaining the processes they have used. *Key Vocabulary: model, sculpture, 3D, design, plan, reflect, evaluate*