

## Literacy

### **Comprehension**

-Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.

### **Word Reading**

Understand the five key concepts about print:

- print has meaning
- print can have different purposes:  
Children will know a range of signs including bus stop, parking, stop.
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

### **Writing**

Recount- To draw/make a bus and be able to talk about where the Naughty Bus went.

-Use some of their print and letter knowledge in their early writing.

Write some or all their name.

### **6 Phonics books:**

-We're Going on a Bear Hunt

-The Train Ride

-Brown Bear, Brown Bear

-The Bus is for Us

-Kitchen Disco

-Pants

### **6 Rhymes:**

-Feel the Beat

-Row, Row, Row your Boat

-5 Little Monkeys Jumping on the Bed

-Down at the Station

-10 fat sausages

-Here we go Round the Mulberry Bush

### **Phonics:**

Phonological awareness; Rhythm and rhyme, memory, vocabulary and developing voice sounds.

## Personal, Social and Emotional Development

### **Self Regulation**

-Talk about their feelings using words such as happy, sad, angry and worried.

### **Managing Self**

-Look at oral health- tooth-brushing programme.

-Make healthy choices about toothbrushing.

### **Building Relationships**

-Children will share resources and play in a group.

-Develop their sense of responsibility and membership of the class community.

## Communication and Language

### **Listening and Attention**

-Enjoy listening to longer stories.

### **Speaking**

-Can start a conversation with an adult or a friend and continue it for many turns.

-Know many rhymes, be able to talk about familiar books.

-Children will know and retell the story 'Naughty Bus'.

## Physical Development

### **Gross Motor Skills**

-Children will know how to go up steps and stairs or climb up apparatus using alternate feet.

- Use large-muscle movements to wave flags and streamers, paint and make marks.

### **Fine Motor Skills**

-Daily 'Dough Disco' activities.

-Children can put on their own coats.

-Children will know how to use loop scissors to make snips in paper.

## 3-4 Years

## Medium Term Planning

### Spring Term 1

### 'Naughty Bus'

### Language linked to literacy

full  
important  
mess  
handsome  
silliest  
lonely  
tall  
London  
hook  
traffic

### Language – Concept Cat

front  
hard  
heavy  
large  
last  
less

## Maths

### **Number**

-Children will show 'finger numbers' up to 5.

-Know that the last number reached when counting a small set of objects tells you how many there are in total.

### **Numerical Patterns**

-Children will use language including tall, long, short.

- Children will identify 2D shapes: circle, square, rectangle and triangle.

-Children will use language including sides, corners, straight, flat and round.

## Expressive Arts and Design

### **Creating with Materials**

-Join different materials using masking tape

-Children will explore and recreate art in the style of **Wassily Kandinsky**.

-Explore colour and colour mixing

-Children will know how to draw closed shapes with continuous lines such as circles.

### **Being Imaginative and Expressive**

-Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.

### Topic songs:

-Wheels on the Bus

-London Bridge is Falling Down

-Big Ben clock chiming- play instrument to the beat of the clock chimes

-Listen with increased attention to sounds.

-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park- make 'toy town'

## Understanding the World

### **Past and Present**

- Children will know how London buses have changed over time.

### **People, Culture and Communities**

- Shrove Tuesday- make pancakes.

-Children find out about Chinese New Year. Chinese dancing and Chinese lanterns.

-Recognise some environments that are different from the one in which they live- London.

-Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing

-Talk about what they see using a wide range of vocabulary.

### **The Natural World**

-Winter- RSPB bird watching- look closely at robin, pigeon, sparrow

-Children will know how materials change when melting- ice in winter, explore how to melt ice cubes.

-Explore collections of materials with similar and/or different properties e.g. pancake batter, cooked pancakes.