

# PreKG Medium Term Planning 2018/2019

Area of Learning	Learning Objectives (22 - 36 months)	Learning Opportunities
<b>Communication and Language</b>	<p style="text-align: center;"><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channeled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.</li> </ul> <p style="text-align: center;"><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>• Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> <li>• Developing understanding of simple concepts (e.g. big/little).</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. what, where, who).</li> <li>• Uses simple sentences (e.g.' Mummy gonna work.').</li> <li>• Beginning to use word endings (e.g. going, cats).</li> </ul>	<p style="text-align: center;"><b>Autumn Term / Spring Term / Summer Term</b></p> <ul style="list-style-type: none"> <li>➔ Words of the week (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development)</li> <li>➔ The reading and discussion of Fiction Books (related to Understanding the World and Personal; Social and Emotional Development)</li> <li>➔ The reading and discussion of Non-fiction books (related to Understanding the World)</li> <li>➔ Songs and Nursery Rhymes (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development)</li> <li>➔ General Classroom routine and rules</li> <li>➔ Pictorial representation of the book that was read in class</li> <li>➔ Circle Time presentation and discussion</li> <li>➔ Topic Talk (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development)</li> </ul> <p style="text-align: center;"><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>➔ All the above</li> <li>➔ Learning about action words (verbs)</li> <li>➔ General sound discrimination: Environmental Sounds: children's awareness is raised of the sounds around them and their listening skills are developed.</li> <li>➔ General sound discrimination: instrumental sounds: children's awareness of sounds made by various instruments and noise makers is developed.</li> <li>➔ General sound discrimination: body percussion: children's awareness of sounds and rhythms is developed.</li> <li>➔ Rhythm and Rhyme: children's appreciation and experiences of rhythm and rhyme in speech is developed.</li> <li>➔ Alliteration: focus is on initial sounds of words.</li> </ul>

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<p><b>Communication and Language</b></p>		<p style="text-align: center;"><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>→ All the above</li> <li>→ Voice sounds: children are taught how to distinguish between different vocal sounds and to begin oral blending and segmenting.</li> <li>→ Oral blending and segmenting: the main aim is to develop oral blending and segmenting skills.</li> </ul>
<p><b>Physical development</b></p>	<p style="text-align: center;"><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul> <p style="text-align: center;"><b>Health and Self-care</b></p> <ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>	<p style="text-align: center;"><b>Autumn Term / Spring Term / Summer Term</b></p> <ul style="list-style-type: none"> <li>→ Main focus is on building fine motor skills. Activities introduced throughout the 3 terms remain on the shelf and children continue to have access to them as they practise their skills.</li> <li>→ Play dough</li> <li>→ Going to the bathroom independently</li> <li>→ Moving their bodies to music</li> <li>→ Drawing and colouring</li> <li>→ Handling equipment appropriately</li> <li>→ Gross and fine motor skills: pushing, throwing, catching and kicking, hopping and jumping</li> <li>→ Co-ordination Skills: control and co-ordination in large and small movements</li> <li>→ Dressing and undressing independently (putting on a jacket / shoes / socks)</li> <li>→ Snack time</li> <li>→ Playing on the playground</li> </ul> <p style="text-align: center;"><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>→ All of the above</li> <li>→ Pouring solids</li> <li>→ Pouring liquids</li> <li>→ Tearing paper</li> <li>→ Painting with a large paint brush</li> <li>→ Transferring (spooning; sponging and tonging))</li> </ul>

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<p><b>Physical development</b></p>		<ul style="list-style-type: none"> <li>→ Threading</li> <li>→ Collage</li> <li>→ Introduction to cutting using plastic scissors</li> <li>→ Using clothespins to practice pincer grip</li> <li>→ Folding cloth</li> </ul> <p style="text-align: center;"><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>→ All of the above</li> <li>→ Opening and closing containers</li> <li>→ Pin pushing</li> <li>→ Screwing and unscrewing containers</li> <li>→ Threading in and out of small holes</li> <li>→ Drawing with crayons</li> <li>→ Matching locks and keys</li> <li>→ Shape outline match-up</li> <li>→ Cutting using child-safe scissors</li> <li>→ Food preparation (cutting, peeling, washing, grating and juicing)</li> <li>→ Shape tracing</li> <li>→ Dressing frames</li> </ul> <p style="text-align: center;"><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>→ All of the above</li> <li>→ Pencil orientated fine motor activities</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p style="text-align: center;"><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul> <p style="text-align: center;"><b>Self Confidence and Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Separates from main caregiver with support and encouragement from a familiar adult.</li> </ul>	<p style="text-align: center;"><b>Autumn Term / Spring Term / Summer Term</b></p> <ul style="list-style-type: none"> <li>→ Rules and regulations of the class / school</li> <li>→ Playing and working together in the classroom and playground</li> <li>→ Children are encouraged to understanding and manage their feelings</li> <li>→ Appropriate social skills are modelled and encouraged (sharing, taking turns, joining in, being kind)</li> <li>→ Children are encouraged to become independent and self-confidence and self-esteem</li> </ul>

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<p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>Expresses own preferences and interests.</li> </ul> <p style="text-align: center;"><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, and worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	
<p><b>Literacy</b></p>	<p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeats words or phrases from familiar stories.</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make</li> </ul>	<p style="text-align: center;"><b>Autumn Term / Spring Term / Summer Term</b></p> <ul style="list-style-type: none"> <li>→ The reading and discussion of Fiction Books (related to Understanding the World and Personal; Social and Emotional Development)</li> <li>→ The reading and discussion of Non-fiction books (related to Understanding the World)</li> <li>→ Songs and Nursery Rhymes (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development)</li> <li>→ Pictorial representation of the book that was read in class</li> </ul>
<p><b>Mathematics</b></p>	<p style="text-align: center;"><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>Recites some number names in sequence.</li> <li>Creates and experiments with symbols and marks representing ideas</li> </ul>	<p style="text-align: center;"><b>Autumn Term / Spring Term / Summer Term</b></p> <ul style="list-style-type: none"> <li>→ Regular routine and daily schedule</li> </ul>

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<p><b>Mathematics</b></p>	<p>of number.</p> <ul style="list-style-type: none"> <li>Begins to make comparisons between quantities.</li> <li>Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>Knows that a group of things changes in quantity when something is added or taken away.</li> </ul> <p><b>Shape Space and Measure</b></p> <ul style="list-style-type: none"> <li>Notices simple shapes and patterns in pictures.</li> <li>Beginning to categorise objects according to properties such as shape or size.</li> <li>Begins to use the language of size.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>→ Counting real objects up to 5</li> <li>→ Recognising and naming 2D shapes (circle, square, triangle, rectangle, oval, heart)</li> <li>→ Colour and shape sorting activities</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>→ Counting real objects up to 5, then 0 - 10</li> <li>→ Recognising and naming 2D shapes (heart, diamond, star)</li> <li>→ Learning the difference between big and small</li> <li>→ Learning the difference between different quantities (more or less)</li> </ul> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>→ Identifying numbers 0 - 10</li> <li>→ Counting real objects up to 10</li> <li>→ Recognising and naming 2D shapes (heart, diamond, star)</li> <li>→ Learning that a group of things changes when this are added or taken away</li> </ul>
<p><b>Understanding the World</b></p>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Beginning to have their own friends.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul>	<p><b>Autumn Term / Spring Term / Summer Term</b></p> <ul style="list-style-type: none"> <li>→ Role Play and small world play</li> <li>→ Circle Time discussions</li> <li>→ Playing during class or break time</li> </ul> <p><b>Autumn Term</b></p> <p><b>Topic: Learning about school</b></p> <ul style="list-style-type: none"> <li>→ Rules and regulations</li> </ul> <p><b>Topic: The World and Cultures</b></p> <ul style="list-style-type: none"> <li>→ Who am I?</li> <li>→ My body</li> <li>→ How do I look after myself? Keeping healthy</li> </ul>

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## Understanding the World

### Technology

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

→ (Can't do Technology as we do not have the facilities in classrooms)

- Senses
- Feelings

### Topic: Community helpers

- Who helps us in school?
- Who helps us in an emergency? Doctors, police and firemen

### Topic: Transportation

- Air, land and Sea

### Topic: Summer

- What is the weather like in summer?
- What do we wear in summer?
- What can we do in summer?

## Spring Term

### Topic: Autumn

- What is the weather like in autumn?
- What do we wear in autumn?
- What can we do in autumn?

### Topic: Winter

- What is the weather like in winter?
- What do we wear in winter?
- What can we do in winter?

### Topic: Spring

- What is the weather like in spring?
- What do we wear in spring?
- What can we do in spring?

### Topic: All Kinds of Creatures

- Pets and Farm animals
- Birds
- Fish

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<p><b>Understanding the World</b></p>		<ul style="list-style-type: none"> <li>→ Land animals</li> <li>→ Reptiles</li> <li>→ Insects and mini beasts</li> </ul> <p><b>Topic: In the Garden</b></p> <ul style="list-style-type: none"> <li>→ Growing beans and taking care of plants</li> <li>→ Food - fruit and vegetables</li> </ul> <p><b>Topic: Opposites</b></p> <p style="text-align: center;"><b>Summer Term</b></p> <p><b>Topic: Friendship</b></p> <ul style="list-style-type: none"> <li>→ Who I am,</li> <li>→ What is a friend</li> <li>→ Being a good friend</li> <li>→ New friends, old friends</li> </ul> <p><b>Topic: Kindness</b></p> <p><b>Topic: Manners</b></p> <p><b>Topic: Rainbows</b></p> <p><b>Topic: Dr Seuss</b></p> <ul style="list-style-type: none"> <li>→ Cat in the hat</li> <li>→ Green eggs and ham</li> </ul>
<p><b>Expressive Art and Design</b></p>	<p style="text-align: center;"><b>Exploring and Using Media and Materials</b></p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> </ul>	<p style="text-align: center;"><b>Autumn Term / Spring Term / Summer Term</b></p> <ul style="list-style-type: none"> <li>→ Sorting activities using colours</li> <li>→ Songs / Movement / Use of Instruments</li> <li>→ To engage in imaginative play and role play</li> <li>→ Activities related to topic work.</li> <li>→ Picture talk: children draw a picture related to the story that has been read to them.</li> </ul>

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<b>Expressive Art and Design</b>	<p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>• Beginning to make-believe by pretending.</li> </ul>	<p style="text-align: center;"><b>Autumn Term</b></p> <p>→ Learning to identify colours (red, yellow, blue, green, orange, brown, pink)</p> <p style="text-align: center;"><b>Spring Term</b></p> <p>→ Learning to identify colours (pink, purple, white, black, gray)</p>
<b>Characteristics of Effective Learning</b>	<p style="text-align: center;"><b>Playing and exploring</b></p> <p>→ Finding out and exploring → Playing with what they</p> <ul style="list-style-type: none"> <li>• Know</li> <li>• Being willing to have a go</li> </ul> <p style="text-align: center;"><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• Being involved and</li> <li>• Concentrating</li> <li>• Keeping on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p style="text-align: center;"><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things and finding new ways</li> </ul>	<p style="text-align: center;"><b>Autumn Term / Spring Term / Summer Term</b></p> <p><i>All classroom activities, learning and interaction between the adults and the children will encourage the children to:</i></p> <p>Show curiosity about objects, events and people • Use senses to explore the world around them • Engage in open-ended activity • Show particular interests</p> <p>Pretend objects are things from their experience • Represent their experiences in play • Take on a role in their play • Act out experiences with other people</p> <p>Initiate activities • Seek challenge • Show a 'can do' attitude • Take a risk, engage in new experiences, and learn by trial and error</p> <p>Maintain focus on their activity for a period of time • Show high levels of energy, fascination • Not easily distracted • Pay attention to details</p> <p>Persist with activity when challenges occur • Show a belief that more effort or a different approach will pay off • Bounce back after difficulties</p> <p>Show satisfaction in meeting their own goals • Be proud of how they accomplished something - not just the end result • Enjoy meeting challenges for their own sake rather than external rewards or praise</p> <p>Think of ideas • Find ways to solve problems • Find new ways to do things</p>

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### Characteristics of Effective Learning

Making links and notice patterns in their experience • Make predictions • Test their ideas • Develop ideas of grouping, sequences, cause and effect

Plan, make decisions about how to approach a task, solve a problem and reach a goal • Check how well their activities are going • Change strategy as needed • Review how well the approach worked