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| Medium Term Plan - Summer 2023 |
| Theme - Sandy Toes |
| Llantrisant Primary School EY Assessment & Intervention LSC |

| 4 Purposes (for A curriculum for funded non-maintained nursery settings) | | | |
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| <p><u>Healthy, Confident Individuals who:</u></p> <ul style="list-style-type: none"> Set themselves high standards and seek and enjoy challenge are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts are questioning and enjoy solving problems can communicate effectively in different forms and settings, using both Welsh and English can explain the ideas and concepts they are learning about can use number effectively in different contexts understand how to interpret data and apply mathematical concepts use digital technologies creatively to communicate, find and analyse information undertake research and evaluate critically what they find | <p><u>Ambitious, Capable Learners who:</u></p> <ul style="list-style-type: none"> Connect and apply their knowledge and skills to create ideas and products think creatively to reframe and solve problems identify and grasp opportunities take measured risks lead and play different roles in teams effectively and responsibly express ideas and emotions through different media give of their energy and skills so that other people will benefit | <p><u>Enterprising, Creative Contributors who:</u></p> <ul style="list-style-type: none"> Find, evaluate and use evidence in forming views engage with contemporary issues based upon their knowledge and values understand and exercise their human and democratic responsibilities and rights understand and consider the impact of their actions when making choices and acting are knowledgeable about their culture, community, society and the world, now and in the past respect the needs and rights of others, as a member of a diverse society show their commitment to the sustainability of the planet | <p><u>Ethical, Informed Citizens who:</u></p> <ul style="list-style-type: none"> Have secure values and are establishing their spiritual and ethical beliefs are building their mental and emotional well-being by developing confidence, resilience and empathy apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives know how to find the information and support to keep safe and well take part in physical activity take measured decisions about lifestyle and manage risk have the confidence to participate in performance form positive relationships based upon trust and mutual respect face and overcome challenge have the skills and knowledge to manage everyday life as independently as they can |
| and are ready to learn throughout their lives. | and are ready to play a full part in life and work | and are ready to be citizens of Wales and the world. | and are ready to lead fulfilling lives as valued members of society. |

Areas of Learning and Experience/LNF Focus

| <u>Languages, Literacy and Communication</u> | <u>Mathematics and Numeracy</u> | <u>Science and Technology</u> |
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| <p style="color: magenta;">WM Statement</p> <p style="color: magenta;">LLC2 - Understanding languages is key to understanding the world around us</p> | <p style="color: magenta;">WM Statement</p> <p style="color: magenta;">MN3 - Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world</p> | <p style="color: magenta;">WM Statement</p> <p style="color: magenta;">ST2 - Design thinking and engineering offer technical and creative ways to meet society's needs and wants</p> |
| <p><u>Descriptions of Learning (PS1)</u></p> <ul style="list-style-type: none"> • I can discriminate sounds, play with sounds and manipulate sounds both in my environment and in words. • I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines. • I can listen to others with growing attention. • I can enjoy sharing books and reading materials and handle them like a reader. | <p><u>Descriptions of Learning (PS1)</u></p> <ul style="list-style-type: none"> • I can understand and apply the language of time in relation to my daily life. • I have explored, compared, and used the general language of shapes through investigative play. • I have explored movements and directions and I am beginning to use mathematical language to describe position. | <p><u>Descriptions of Learning (PS1)</u></p> <ul style="list-style-type: none"> • I can design while I make and communicate about what I am making. • I can explore the properties of materials and choose different materials for a particular use. • I can safely use simple tools, materials and equipment to construct and deconstruct. |
| <p style="text-align: center;"><u>LNF Links</u></p> <ul style="list-style-type: none"> • I can listen to, understand and use basic concepts in language • I can listen to others with growing attention | <p style="text-align: center;"><u>LNF Links</u></p> <ul style="list-style-type: none"> • I can understand and use basic mathematical concepts in a variety of ways • I can explore informal, personal methods of recording, moving towards using symbols. | <p style="text-align: center;"><u>DCF Links</u></p> <ul style="list-style-type: none"> • I can make decisions based on what I like and dislike • I can explore familiar software, |

| <u>Activities</u> | <u>Activities</u> | <u>Activities</u> |
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| <ul style="list-style-type: none"> • Bucket time/Tap tap box • Listen to and join in with nursery rhymes. • Daily routines/weekly story • Responding to verbal and non-verbal cues/Following instructions/SALT • Share books with an adult • Tuff trays • Finger gym activities/Dough Disco • Matching and sorting activities • Fine motor/tracing/Threading • Exchanging symbols/Choosing • Cause and Effect activities | <ul style="list-style-type: none"> • Exploring numbers in sensory materials - shapes in shaving foam, shapes in water, drawing shapes in sand. • Use visual timetable • number songs and rhymes inc Days of the Week song. • Use directional language in activities. • Sequencing numbers • matching numbers • matching objects to numbers (counting out a given amount) • Adding 'one more' activities • Numicon activities | <ul style="list-style-type: none"> • Personal skills - putting coats/ wellies on, taking coats off • Senses exploration - senses walk. • Mixing playdough for colour changing. • Sensory cooking activities • Hot and cold activities • Clothes for different weathers • Sensory exploration activities • Wheels • Floating and sinking |

Areas of Learning and Experience/LNF Focus

| <u>Health and Wellbeing</u> | <u>Expressive Arts</u> | <u>Humanities</u> |
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| <p style="text-align: center;"><u>WM statement</u></p> <p style="text-align: center;">HWB4 - How we engage with social influences shapes who we are and affects our health and well-being</p> | <p style="text-align: center;"><u>WM Statement</u></p> <p style="text-align: center;">EA2 - Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> | <p style="text-align: center;"><u>WM Statement</u></p> <p style="text-align: center;">H1 - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future</p> |
| <p style="text-align: center;"><u>Descriptions of Learning (PS1)</u></p> <ul style="list-style-type: none"> • I can recognise and follow rules and norms in the groups and situations in which I take part. • I can show care and respect for others. | <p style="text-align: center;"><u>Descriptions of Learning (PS1)</u></p> <ul style="list-style-type: none"> • I can listen to and respond to views about my own creative work and that of others. • I am beginning to compare my own creative work to the creative work of others. | <p style="text-align: center;"><u>Descriptions of Learning (PS1)</u></p> <ul style="list-style-type: none"> • I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences. |

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| | <ul style="list-style-type: none"> • I am beginning to talk about my moods and emotions and use these to impact upon my creative work. | <ul style="list-style-type: none"> • I am beginning to communicate my observations in simple ways. • I am beginning to communicate my findings in simple ways. |
| <p style="text-align: center;"><u>Activities</u></p> <ul style="list-style-type: none"> • Using mirrors to identity self • Friendship and sharing activities. • Turn taking. • Family tree activities • labelling/naming family members • sorting/matching photos • linking photos and real life objects/people • paired activities • short small group activities • turn taking games • Tap Tap Box • Attention Autism | <p style="text-align: center;"><u>Activities</u></p> <ul style="list-style-type: none"> • Songs and rhymes - body parts, senses, shapes, being healthy • Transitional Art • Mud painting • Musical instrument exploration - using senses, instruments I play with my hands, simple body percussion (stamp, clap, pat knees) • Exploring different textures | <p style="text-align: center;"><u>Activities</u></p> <ul style="list-style-type: none"> • Choosing activities • Opportunities to ask simple questions during play. • Explore Welsh artist artwork. • Showing likes and dislikes • Sorting likes and dislikes • Snow/ice- melting and freezing • transport- different types and how they travel (sorting) |