

Rising School: Medium Term Plan Spring 2025

TERM 4;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
24th February- 4th April 2025	<b>Spring</b> Changes in the season Different flowers growing	<b>Planting and Growing</b> <ul style="list-style-type: none"> <li>We will talk about the difference in the season compared to the Winter, lighter evenings, warmer, different plants/birds etc.</li> <li>We will talk to the children about the different plants/trees and flowers they can see and how they are changing. This will include talking about the different plant parts and what they do.</li> <li>We will discuss what the trees/flowers/plants need to grow and change and how we might look after them.</li> <li>The children will have many opportunities to plant different seeds including pumpkin, sunflower and cress, and then be able to 'look after them' and record how they change.</li> <li>The children can go on 'flower spotting' tours and 'bird watching' tours to record how many wonderful 'spring' changes they can find.</li> <li>In our role play area we will have a garden centre for the children to explore and imagine.</li> <li>The children can take part in some still life painting on St david's day when we look at daffodils.</li> </ul>	<u>PSED: Making Relationships -</u> Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers (pg 57) <u>PSED: Understanding Emotions -</u> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (pg 64) <u>C&amp;L: Listening and Attention -</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (pg 67) <u>C&amp;L: Listening and Attention -</u> Listens to familiar stories with increasing attention and recall (pg 67) <u>C&amp;L: Understanding -</u> Beginning to understand why and how questions (pg 70) <u>C&amp;L: Speaking -</u> Uses talk to explain what is happening and anticipate what might happen next (pg 74) <u>C&amp;L: Speaking -</u> Questions why things happen and gives explanations (pg 74) <u>PD: Moving and Handling -</u> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons (pg 80)
<b>Celebrations/ festivals:</b> St Davids day (1st March) Shrove tuesday (4th March) World book day (6th March) St Patrick's day (17th March) Mothering sunday (30th March) Eid (30th/31st March) Easter Sunday (20th April)	<b>Books</b> The runaway pancake Jack and the Beanstalk The tiny seed Farmer duck Mr Wolf's pancakes Going on an egg hunt	<b>On the Farm</b> <ul style="list-style-type: none"> <li>We will ask the children what they know about farms, who lives on them etc.</li> <li>We will talk about and describe all the different animals we might see on a farm and also what their babies are called. The children will be able to match the mummy animals with their baby animals in matching games.</li> <li>The children will be able to explore the farm that we have at rainbow teddies, developing their imaginative play and their relationships with others.</li> <li>We will talk about the fact that in Spring time we see a lot of baby animals being born.</li> <li>We will have a sensory farm with vegetables for the children to explore and talk about in play.</li> </ul>	<u>PD: Moving and Handling -</u> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons (pg 80)
<b>Makaton</b> Wk 1: Toilet Wk 2: Mummy Wk 3: Daddy Wk 4: Sister Wk 5: Brother Wk 6: Home	<b>Sound of the week</b> Wk 1: n Wk 2: o Wk 3: p Wk 4: q Wk 5: r Wk 6: s	<b>Easter</b> <ul style="list-style-type: none"> <li>We will talk about Easter with the children and the fact that we will be having an 'Easter' break. The children can tell us about any trips or holidays that they may have planned.</li> <li>We will talk about the baby animals we learned about on the farm, i.e the chicks and the bunnies and use these to make lots of Easter crafts.</li> <li>The children will have lots of opportunities to explore spring and pastel coloured sensory activities as well as painting and creating.</li> <li>We will go on an egg hunt.</li> <li>The children will be able to explore number and counting when they collect eggs in baskets or see how many they can find in the sensory bins.</li> </ul>	<u>PD: Moving and Handling -</u> Creates and lines and circles pivoting from the shoulder and elbow (pg 80) <u>L: Reading -</u> Talks about events and principal characters in stories and suggests how they might end (pg 88) <u>L: Writing -</u> Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (pg 92) <u>L: Writing -</u> Includes mark making and early writing in their play (pg 92) <u>M: Counting -</u> Begins to recognise numerals 0-10 (pg 99)

## Rainbow Teddies Pre-School

<p><b>Songs</b>                      5 Little peas                      in a peapod                      press                      Grow a plant                      Old                      Macdonald                      Baa baa black                      sheep                      Sleeping                      bunnies                      Little Peter                      rabbit</p>	<p><b>Music (thurs                      AM);</b></p>	<p><b>Week 1; SING;</b> 'I love you' (Barney song), the more we stick together.  <b>Week 2; PLAY;</b> Groups of instruments, Orchestra and listen to a welsh choir.  <b>Week3; MOVE:</b> Growing like beans to music, flying like butterflies, move to welsh/irish music.  <b>Week 4;SING:</b> 'Old Macdonald', 'Ride along on a big red tractor', 'Jumping Bean', 'Oink oink went the little pink pig'.  <b>Week 5; PLAY:</b> Guess the instrument.  <b>Week 6; MOVE:</b> 'Hop little bunnies', '5 little ducks', 'Dingle Dangle Scarecrow', 'Chick chick chicken'.</p> <hr/> <p><u>EA&amp;D - Creating with Materials;</u>                      Continues to explore moving in a range of ways (pg 114)  <u>EA&amp;D - Creating with Materials;</u>                      Develops an understanding of how to create and use sounds intentionally (pg114)  <u>EA&amp;D - Creating with Materials;</u>                      Sings familiar songs (pg 114)</p>	<p><u>M: Cardinality -</u>                      Links numerals with amounts up to 5 and maybe beyond (pg 99)  <u>M: Measures -</u>                      In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items (pg 101)  <u>M: Measures -</u>                      Recalls a sequence of events in everyday life and stories (pg 101)  <u>UTW: The World -</u>                      Developing an understanding of growth, decay and changes over time (pg 109)  <u>UTW: The World -</u>                      Shows care and concern for living things and the environment (pg 109)  <u>UTW: The World -</u></p>
<p>TERM 4;</p>	<p><b>P.E in the                      school hall;</b></p>	<p><b>Week 1;</b> Chinese dragon dance  <b>Week 2;</b> Mardi Gras mambo  <b>Week 3;</b> Simon says (ring games)  <b>Week 4;</b> Climbing and balancing  <b>Week 5;</b> Yoga  <b>Week 6;</b> Follow the leader</p> <hr/> <p><u>PD - Moving and handling;</u>                      Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (pg 80)                      Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (pg 80)                      Climbs and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (pg 80)</p>	<p>Begin to understand the effect their behaviour can have on the environment (pg 109)  <u>EA&amp;D: Being Imaginative and Expressive -</u>                      Engages in imaginative play based on their own ideas or first-hand or peer experiences (pg 117)  <u>EA&amp;D: Being Imaginative and Expressive -</u>                      Plays alongside other children who are engaged in the same theme (pg 117)</p>
<p>TERM 4;</p>	<p><b>Home                      Learning                      suggestions;</b></p>	<p><b>Week 1;</b> Where can you find daffodils growing near your home? How many can you count?  <b>Week 2;</b> Find your favourite book and dress up, bring it in to share with us.  <b>Week 3;</b> Plant a seed at home, care for it and watch it grow.  <b>Week 4;</b> What other flowers can you spot starting to grow?  <b>Week 5;</b> Tell your mummy how special she is, can you draw her a picture?  <b>Week 6;</b> Enjoy some easter crafts or go on an egg hunt. How many eggs can you find?</p>	<p>Same learning intentions as listed above.                      Please bring anything your child makes into Pre-school so the children can share what they have done with their friends. This is a real confidence boost for them.</p>