

## Medium Term Plan

### Saplings Class

#### Spring 2- Let's Go On An Adventure!

	Week 1 WB: 23/02/26	Week 2 WB: 02/03/26	Week 3 WB:09/03/26	Week 4 WB: 16/03/26	Week 5 WB: 23/03/26
<b>Story of the week</b>	<b>We're Going on a Bear Hunt</b>  The children will be exploring sensory vocabulary and joining in with repeated refrains from the story.	<b>Rosie's Walk</b>  We will be learning about positional language as well as looking at pictures in the story for clues about what is happening.	<b>The Gruffalo</b>  The children will be learning about different animal tracks and wildlife in the environment around them.	<b>Chuffa Chuffa Choo Choo</b>  We will be drawing on our own first hand experiences of journeys and adventures, talking about the places we have been and the transport we have used.	<b>The Easter Story</b>  We will be sharing an age appropriate version of the Easter Story with the children.
<b>Phonics</b>	Little Wandle Daily Rhyme Time  Sound of the week: u Recap sound: n	Little Wandle Daily Rhyme Time  Sound of the week: r Recap sound: m	Little Wandle Daily Rhyme Time  Sound of the week: h Recap sound: d	Little Wandle Daily Rhyme Time  Sound of the week: b Recap sound: g	Little Wandle Daily Rhyme Time  Sound of the week: f Recap sound: o
<b>Maths</b>	Pattern 5: Making patterns together -Singing songs and clapping in time to a beat -Make and talk about movement patterns -Talk about objects in patterns and arrangements -Copy and continue AB patterns	Subitising 4: Make games and actions -Match dot patterns -Introduced to and begin to play subitising games -Copy sets of sounds and represent these with fingers -Listen to and represent sounds with resources	Counting 5: Show me 5 -Sing rhymes to 5 and join in with movements -Move props to 5 and back from 5 -Show fingers to 5 -Begin to count objects to 5 using 1:1 correspondence -Match numerals to quantities when acting out songs	Pattern 6: My own patterns -Continue AB patterns -Create their own AB patterns -Notice an error in patterns -Build and copy simple constructions -Begin to sequence some events	Counting 6: Stop at 1,2,3,4,5 -Count out up to 5 objects from a larger group -Explore counting to 5 in different ways -Verbally count to a given number -Label objects with numerals -Independently show 5 fingers -Begin to make marks to represent quantities
<b>Physical Development</b>	Learn to jump safely from the ground, landing safely in a space with feet slightly apart and knees bent.  Learn about and take part in simple hygiene routines eg hand washing, teeth brushing and toileting.	Learn to jump safely from the ground, landing safely in a space with feet slightly apart and knees bent.  Learn about and take part in simple hygiene routines eg hand washing, teeth brushing and toileting.	Learn to hop in a space on one leg. Children can hold onto a fence or wall to support their balance.  Learn about and take part in simple hygiene routines eg hand washing, teeth brushing and toileting.	Learn to hop in a space on one leg. Children can hold onto a fence or wall to support their balance.  Learn about and take part in simple hygiene routines eg hand washing, teeth brushing and toileting.	Learn to bear crawl using two feet, two hands and bottom high in the air.  Learn about and take part in simple hygiene routines eg hand washing, teeth brushing and toileting.

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<b>Religious Education</b>	<p>Explore different ways of celebrating and why communities come together to celebrate.</p> <p>Discuss family traditions and customs during celebrations.</p>	<p>Explore different ways of celebrating and why communities come together to celebrate.</p> <p>Discuss family traditions and customs during celebrations.</p>	<p>Discuss places of worship and explore different spaces that symbolise worship across our school.</p>	<p>Discuss places of worship and explore different spaces that symbolise worship across our school.</p>	<p>Discuss places of worship and take small groups to visit the Church.</p>
<b>Communication and language</b>	<p>Listen to and respond to simple instructions during the preschool day.</p> <p>Make links between home and past experiences during group discussions.</p> <p>Take part in group discussions about our story of the week.</p> <p>Apply new vocabulary in context when working in the natural world.</p> <p>Listen carefully and repeat the phonetic sound of the week. Key vocabulary: Swishy, oozy, adventure, thick, deep, dark</p>	<p>Listen to and respond to simple instructions during the preschool day.</p> <p>Take part in group discussions about our story of the week.</p> <p>Listen carefully and repeat the phonetic sound of the week. Key vocabulary: Over, under, beside, around, behind, in front</p>	<p>Take part in group discussions about our story of the week.</p> <p>Build on the ideas of others during conversations.</p> <p>Listen carefully and repeat the phonetic sound of the week. Key vocabulary: Woods, trail, squirrel, hedgehog, snake, owl, fox, prints</p>	<p>Take part in group discussions about our story of the week.</p> <p>Build on the ideas of others during conversations.</p> <p>Apply new vocabulary in context when working in the natural world.</p> <p>Listen carefully and repeat the phonetic sound of the week. Key vocabulary: Train, bus, taxi, boat, aeroplane,</p>	<p>Take part in group discussions about our story of the week.</p> <p>Make links with what we know about our community and share ideas about what we might want to do as a job when we grow up.</p> <p>Listen carefully and repeat the phonetic sound of the week. Key vocabulary: Easter, disciples, reborn, spring</p>
<b>Personal, Social and Emotional Development</b>	<p>Separate from main carer at the beginning of the preschool day.</p> <p>Recall our golden rules and remember how to use the preschool resources with care and respect.</p> <p>Form a relationship with key person at preschool.</p>	<p>Form close friendships with others and learn to navigate challenges during play with the help of an adult. For example, by using a sand timer to share a toy.</p> <p>Form a relationship with key person at preschool.</p>	<p>Form close friendships with others and learn to navigate challenges during play with the help of an adult. For example, by using a sand timer to share a toy.</p> <p>Take pride in taking on responsibilities at pre-school. For example, being the tidy monitor.</p>	<p>Form close friendships with others and learn to navigate challenges during play with the help of an adult. For example, by using a sand timer to share a toy.</p> <p>Take pride in taking on responsibilities at pre-school. For example, being the tidy monitor.</p>	<p>Form close friendships with others and learn to navigate challenges during play with the help of an adult. For example, by using a sand timer to share a toy.</p> <p>Take pride in taking on responsibilities at pre-school. For example, being the tidy monitor.</p>

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<b>Understanding the World</b>	Explore different sensory textures in nature eg long wavy grass, thick oozy mud. Talk about how we can change these textures eg adding more water to the mud.	Learn about positional language in relation to the world around us and create maps of our playground and familiar spaces.	Learn about the different animals that live in UK woodlands. Talk about their differences and similarities/special features.	Learn about different ways to travel and the places we can go. Talk about modes of transport and why we might choose to travel in different ways eg a plane for long journeys.	Learn about the Easter story and what Christians believe Easter means. Make links to spring time and new growth.
<b>Expressive Art and Design</b>	Use a range of media to create sensory storyboards through collage.  Focus on developing scissor skills through cutting different materials.	Apply our learnt skills to create sensory map collages of our familiar spaces.	Explore making prints and patterns using paint.	Practise using scissors with increasing accuracy and control and stick with stick glues to combine materials.	Create collage by combining our cutting, sticking and painting skills.
<b>Enrichment</b>		World Book Day 05/03/2026	Mothers' Day 15/03/2026		Easter weekend 03/04/2026-06/04/2026