

EYFS Medium Term Plan Spring 2

| Reception Spring 2 Term 4 | | | | | | | | |
|---|---|---|--|--|---|---|--|--|
| Role Play | Inside: Home Corner/Superhero headquarters | | Outside: Police car/fire engine | | Once Upon a Magic (Superheroes & Castles) | | | |
| Throughout all learning adults will ensure activities and interactions support the characteristics of learning: | | Playing & Exploring: engagement, finding out & exploring; playing with what they know; being willing to have a go Active Learning: motivation, being involved & concentrating, keeping trying, enjoying achieving what they set out to do Creating & Thinking Critically: thinking, having their own ideas, making links, choosing ways to do things | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | | |
| Personal, Social, Emotional Development Self - Regulation Show resilience and perseverance in the face of challenge Managing Self Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. Building Relationships Developing confidence in building constructive and respectful relationships. | Self-Regulation Identify that others have a different opinion. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSHE activity) | Self-Regulation Begin to talk to others to solve conflicts. | Self-Regulation Begin to suggest solutions to conflicts. | Self-Regulation Show resilience and perseverance in the face of challenge Set and work towards simple goals. (PSHE activity) | Self-Regulation Show resilience and perseverance in the face of challenge | | | |
| | Managing Self Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. Teeth brushing sequencing. | Managing Self Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. Teeth care Be confident to try new activities and show independence, resilience and perseverance in the face of challenges (PSHE activity) | Managing Self Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges (PSHE activity) | Managing Self Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges (PSHE activity) | Managing Self Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. Set and work towards simple goals. | Managing Self Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. Set and work towards simple goals. | | |
| | Building Relationships Continue to develop their recognition of their feelings and consider the feelings of others. Show sensitivity to their own and to others' needs. | Building Relationships Continue to build on their conflict resolution skills with some adult support. Show sensitivity to their own and to others' needs. | Building Relationships Continue to build on their conflict resolution skills with some adult support. Show sensitivity to their own and to others' needs. | Building Relationships Continue to build on their conflict resolution skills with some adult support. Show sensitivity to their own and to others' needs. | Building Relationships Developing confidence in building constructive and respectful relationships. | Building Relationships Developing confidence in building constructive and respectful relationships. | | |

EYFS Medium Term Plan Spring 2

| | | | | | | | |
|--|--|---|--|--|--|---|--|
| | | | | Show sensitivity to their own and to others' needs. | Show sensitivity to their own and to others' needs. | | |
| | | | | | Work Co-operatively | | |
| <p>Physical Development</p> <p>Fine Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control</p> <p>Gross Develop overall body strength, coordination, balance and agility</p> <p>Know and talk about different factors that support their overall health and wellbeing</p> | <p>Fine Begin to show accuracy and care when drawing.</p> <p>Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control - DT activity.</p> | <p>Fine Begin to show accuracy and care when drawing.</p> <p>Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control</p> | <p>Fine Begin to show accuracy and care when drawing.</p> <p>Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control - DT activity.</p> | <p>Fine Begin to show accuracy and care when drawing.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> | <p>Fine Begin to show accuracy and care when drawing.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> | | |
| | <p>Gross Develop overall body strength, coordination, balance and agility</p> <p>Know and talk about different factors that support their overall health and wellbeing</p> <p>PE session - to develop the ability to jump in a range of ways from one space to another. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, coordination, balance and agility. Combine different movements with ease and fluency.</p> | <p>Gross Develop overall body strength, coordination, balance and agility</p> <p>Know and talk about different factors that support their overall health and wellbeing.</p> <p>PE session - to develop the ability to jump in a range of ways from one space to another. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, coordination, balance and agility. Combine different movements with ease and fluency.</p> | <p>Gross Develop overall body strength, coordination, balance and agility</p> <p>Know and talk about different factors that support their overall health and wellbeing</p> <p>PE session - To control by body when jumping and balancing. Combine different movements with ease and fluency. Develop overall body strength, coordination, balance and agility. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling,</p> | <p>Gross Develop overall body strength, coordination, balance and agility</p> <p>Know and talk about different factors that support their overall health and wellbeing</p> <p>Develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Bounciest ball experiment)</p> <p>PE session - To create a sequence using a jump and a balance. Combine different movements with ease</p> | <p>Gross Develop overall body strength, coordination, balance and agility</p> <p>Know and talk about different factors that support their overall health and wellbeing</p> <p>PE session - To develop the ability to roll in a range of ways. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, coordination, balance and agility</p> | <p>Gross Develop overall body strength, coordination, balance and agility</p> <p>Know and talk about different factors that support their overall health and wellbeing</p> <p>PE session - to control my body when rolling in a range of ways. Combine different movements with ease and fluency. Develop overall body strength, coordination, balance and agility. Revise and refine the fundamental movement skills they have already acquired: rolling,</p> | |

EYFS Medium Term Plan Spring 2

| | | | | | | | | |
|---|--|--|---|--|--|--|--|--|
| <p>Literacy</p> <p>Word Reading Read simple sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> <p>Writing Use some of their print and letter knowledge Form lower case and capital letters correctly Write names & labels Write simple sentences</p> | <p>Word Reading Blend sounds into words so they can read short words made up of known sounds.</p> <p>Read some letter groups that represent one sound (diagraphs)</p> <p>Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are,</p> <p>Phonics - Level 3 sounds</p> | <p>Word Reading Blend sounds into words so they can read short words made up of known sounds.</p> <p>Read some letter groups that represent one sound (diagraphs)</p> <p>Read some common exception words- No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are</p> <p>Phonics - Level 3 sounds</p> | <p>Word Reading Blend sounds into words so they can read short words made up of known sounds.</p> <p>Read some letter groups that represent one sound (diagraphs)</p> <p>Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are</p> <p>Phonics - Level 3 sounds</p> | <p>Word Reading Blend sounds into words so they can read short words made up of known sounds.</p> <p>Read some letter groups that represent one sound (diagraphs)</p> <p>Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are</p> <p>Phonics - Level 3 sounds assessment</p> | <p>Word Reading Blend sounds into words so they can read short words made up of known sounds.</p> <p>Read some letter groups that represent one sound (diagraphs)</p> <p>Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are,</p> <p>Phonics - Level 3 sounds consolidation</p> | | | |
| | <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> | <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> | <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> | <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> | <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> | <p>Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> | | |
| | <p>Writing Phonic sentences Name Writing Letter formation Draw and label superheroes & Write captions.</p> <p>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.</p> | <p>Writing Phonic sentences Name Writing Letter formation Labels - geography activity</p> <p>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. - English lesson focus</p> | <p>Writing Phonic sentences Name Writing Letter formation</p> <p>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.</p> | <p>Writing Phonic sentences Name Writing Letter formation</p> <p>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.</p> | <p>Writing Phonic sentences Name Writing Letter formation Labels</p> <p>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.</p> | <p>Writing Phonic sentences Name Writing Letter formation Sentences - comic strips.</p> <p>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.</p> | | |
| <p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p> | <p>Number</p> | <p>Number</p> | <p>Number Find 9 & 10 Compare numbers 9 & 10 Represent 9 & 10</p> | <p>Number Find 9 & 10 Compare numbers 9 & 10 Represent 9 & 10</p> | <p>Number</p> | | | |

EYFS Medium Term Plan Spring 2

| | | | | | | | |
|---|---|---|--|--|--|--|--|
| Shape Space & Measure | | | Conceptual subitising to 10 Composition of numbers to 10 Bonds to 10 | Conceptual subitising to 10 Composition of numbers to 10 Bonds to 10 | | | |
| | Numerical Patterns | Numerical Patterns | Numerical Patterns 1 more/1 less to 10 | Numerical Patterns Doubles Odd & Even | Numerical Patterns | Numerical Patterns | |
| | Shape Space & Measure Recognise and order days of the week | Shape Space & Measure Length, Height & Time Explore & compare length Explore & compare height Talk about time Order & sequence time | Shape Space & Measure | Shape Space & Measure | Shape Space & Measure 3d shapes & patterns | Shape Space & Measure | |
| Understanding the World Past & Present People, Culture & Communities The Natural world | Past & Present Talk about members of their immediate family and community. Name and describe people who are familiar to them. | Past & Present Understand the past through settings, characters and events encountered in books read in class and storytelling. | Past & Present Understand the past through settings, characters and events encountered in books read in class and storytelling | Past & Present Understand the past through settings, characters and events encountered in books read in class and storytelling | Past & Present Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Past & Present | |
| | People, Culture & Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explain some similarities and differences between life in this country and life in other countries | People, Culture & Communities Explain some similarities and differences between life in this country and life in other countries | People, Culture & Communities Recognise that some environments are different from where they live Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and | People, Culture & Communities Recognise that some environments are different from where they live Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and | People, Culture & Communities Recognise that some environments are different from where they live Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and | People, Culture & Communities Recognise that some environments are different from where they live Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and | People, Culture & Communities |

EYFS Medium Term Plan Spring 2

| | | | | | | | |
|---|---|--|---|--|---|--------------------------------|--|
| | | | what has been read in class. Explain some similarities and differences between life in this country and life in other countries | what has been read in class. Explain some similarities and differences between life in this country and life in other countries | what has been read in class. Explain some similarities and differences between life in this country and life in other countries | | |
| | <p>The Natural world Know some similarities and differences between the natural world them and in contrasting environments.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (plant drawings)</p> | <p>The Natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Recycling activities)</p> <p>Know that there are different countries in the world and talk about differences they have experienced or seen in photos.</p> | <p>The Natural world Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (England/Scotland)</p> | <p>The Natural world Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (Wales/Northern Ireland)</p> | <p>The Natural world Know that there are different countries in the world and talk about differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them making observations and drawing pictures of animals and plants (RE activity)</p> | The Natural world | |
| <p>Expressive Arts & Design</p> <p>Creating with Materials</p> <p>Being Imaginative & Expressive</p> | <p>Creating with Materials Selecting and sharing ideas, resources and skills.</p> <p>Share their creations, explaining the processes they have used. (Wax crayon art - absorbency/waterproofing)</p> <p>Begin to show accuracy and care in drawing (Castle pictures)</p> | <p>Creating with Materials Explore and refine artistic effects. Return to and build on previous learning, refining ideas. (Wax crayon art)</p> <p>Safely use and explore a variety of materials and techniques experimenting with colour, design,</p> | <p>Creating with Materials Safely use and explore a variety of materials, tools and techniques experimenting with colour design, texture form and function</p> | <p>Creating with Materials Create collaboratively, sharing ideas, resources and skills. (Team building - strongest bridge building)</p> <p>Explore, use and refine a variety of artistic effects to express ideas. (DT - moving pictures)</p> | <p>Creating with Materials Explore a variety of materials experimenting with texture. Texture collages.</p> <p>Share their creations, explaining the processes they have used (moving pictures DT)</p> | Creating with Materials | |

EYFS Medium Term Plan Spring 2

| | | | | | | | |
|--|--|--|--|--|---|--|--|
| | | <p>texture, form and function. (Printing with natural/man-made objects)</p> <p>Share their creations, explaining the processes they have used. (DT activity)</p> | | | | | |
| | <p>Being Imaginative & Expressive Listen to songs- explore pitch. Engage in music making.</p> <p>Sing days of the week songs.</p> | <p>Being Imaginative & Expressive Listen to songs. Engage in music making - pitch patterns.</p> <p>Explore making sounds/music with instruments - changing in pitch</p> | <p>Being Imaginative & Expressive Listen to songs - explore tempo.</p> <p>Explore instruments</p> | <p>Being Imaginative & Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making.</p> <p>Explore instruments</p> | <p>Being Imaginative & Expressive Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> | <p>Being Imaginative & Expressive</p> | |