**EYFS Medium Term Plan – Spring Term 1**

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| **Weeks/Area of Learning** | **1** | **2** | **3** | **4** | **5** | **6** | **7 – HALF TERM HOLIDAY** |
| **Communication and Language** | LISTENING, ATTENTION and UNDERSTANDING:  Children should be taught how to behave appropriately when going into larger group settings such as Infant Singing, Infant Assembly etc.  Daily story time should be used to build concentration and listening ability of the vast majority of children.  Children should be taught an increasing number of traditional nursery rhymes and poems that can be learned off by heart.  Adults should model finding rhyming words or picking them out of a shared text when they occur.  Children should learn a story to re-tell using actions and repetitive language.  Children should be asked to answer questions about a story and give a reason. | | | | | | |
| SPEAKING:  Build on last term’s learning by playing turn taking games, pass the parcel, speaking when holding the ‘magic stone’ etc.  Adults model using the past tense when doing whole class discussions, using the term ‘went’ initially and extend to time phrases ‘yesterday, last week.  Children are taught to put first two, then when appropriate three things in order of when they happened in time i.e. creating a simple visual timetable or two or three pictures from a story using the past tense – correct modelling from the adult.  Children should be taught to use the vocabulary of time when sequencing events or pictures – first, next, then.  When talking in the past tense, children should be corrected with their basic tense grammar choices. This needs to be modelled by adults working in the setting – the adults MUST make sure they are using the grammatically correct version of tense i.e. ‘I was eating’ not ‘I were eating’ etc.  Children should be taught to reflect on activities that they have done, starting to structure a narrative of their experiences. This should start with things done in the immediate past, then build on to encompass events from their earlier lives. Bringing in objects or photographs can support this abstract concept.  Children should have the consistency of their tense choice addressed by adults who listen to and participate in their conversation.  Children should be encouraged to actively link simple sentences in speech with a range of basic conjunctions. This is NOT about teaching children conjunctions, this is about linking smaller part sentences with key words to expand their speech.  Adults model the use of explanations for how and why things happen in stories as part of group and whole class teaching time. They begin to ask pupils why questions when observing and interacting in self-directed learning. Daily stories should now have time at the end or during the story for adults to ask ‘why’ questions. Adults model the answer in whole sentences, showing how to start with answer words such as ‘because.’  Expand to ‘how’ questions to check on the children’s understanding of the story.  Ask ‘how’ and ‘why’ questions while children are involved in their continuous provision. | | | | | | |
| **Vocabulary** | rhyming words, because, why, what, when, where, yesterday, last week, sequence, first, nest, then, last, finally, was v were, because, so, but, how | | | | | | |
| **Curriculum Links** | Literacy | | | | | | |
| **Physical Development (Gross Motor Skills)** | **PE scheme:**  **Rainforest animals:**  **to copy and create shapes with your body.** | **PE scheme:**  **Rainforest animals:**  **to be able to create shapes whilst on apparatus.** | **PE scheme:**  **Rainforest animals:**  **to develop balancing and taking weight on different body parts.** | **PE scheme:**  **Rainforest animals:**  **to develop jumping and landing safely.** | **PE scheme:**  **Rainforest animals:**  **to develop rocking and rolling.** | **PE scheme:**  **Rainforest animals:**  **to copy and create short sequences by linking actions together.** | **PE scheme:**  **Rainforest animals:**  **to copy and create short sequences by linking actions together.** |
| **Throughout the term:**  **Revise and recall prior learning to first ensure children can move around the space safely.**  **Children need to be taught how to change direction of travel in a contained space on instruction. Practise this initially at a walking pace, but vary the pace as is developmentally appropriate.**  **Children will be taught the rules of simple chase and pursuit games, that use and apply direction changes and moving safely yet quickly in a space, to enable safe play.**  **Children will learn how to jump and land properly with feet together and bended knees. This will first be from the ground and then from small obstacles.**  **Children will learn how to catch a large ball with both hands. Encourage them to always look at the ball.**  **Children will be taught to push roll and to throw the ball back in the direction of their target.**  **Children will be taught to move a ball with their foot and to begin to control the force of the kick as well as the place the foot connects with the ball, so it goes in the direction of their choice.**  **Children should understand that they can change their own physical start by exercising i.e. they can make their own hearts beat faster, they know how to check by feeling their hearts through their chest and verbalise what is happening.** | | | | | | |
| **Vocabulary** | **Tuck shape, star shape, straight shape, pike shape, straddle shape, balance, squeeze, bend, roll, rock, apparatus.** | | | | | | |
| **Curriculum Links** | **PSED – Staying safe, turn taking; Mathematics - shapes** | | | | | | |
| **Physical Development (Fine Motor Skills)** | **Throughout the term:**  **Use and apply the letter formation from the school handwriting scheme. Adults in the setting to reinforce correct letter formation during group teaching and self-directed activities. Address misconceptions and encourage the correct hand/pencil grip.**  **Model and teach how to use scissors correctly, refocusing and addressing misconceptions to ensure children can cut out successfully and effectively. Begin with snipping and then move to straight lines. After this is achieved, cutting curved shapes be introduced.**  **Children should be receiving far less support getting dressed/undressed for PE, outdoor learning and role-play. Adults should now be instructing from a distance, if developmentally appropriate rather than being ‘hands-on.’**  **Children should be taught how to help each other in dressing as appropriate if help is needed. They should be encouraged to fold or hang up their own clothes neatly and take responsibility for placing them where they can find them when they come back.**  **Children should have lots of access to practising fastening press studs, zips, padlocks ad other fastenings to develop hand/eye co-ordination and independence.** | | | | | | |
| **Vocabulary** | **tripod grip, left/right hand, ascenders, descenders, caterpillar family, one-armed robot family, ladder family and zigzag monster family** | | | | | | |
| **Curriculum Links** | **Literacy, Expressive Arts and Design** | | | | | | |
| **Personal, Social and Emotional Development** | **Citizenship: Identities and Diversity: Who are the people in my class and how are we similar to and different from each other?**  **Re-cap of Have you filled my bucket today?** | **Citizenship: Identities and Diversity: No Outsiders – Red Rockets and Rainbow Jelly** | **Citizenship: Identities and Diversity: What is life like in other countries?**  **Being able to say why they like some activities more than others** | **Citizenship: Me and My World: Who are the people who help to look after me and my school?** | **When reviewing outcomes, as well as celebrating success of self-directed learning activities, adults support children in self-assessing any changes or improvements they might make next time** | **Citizenship: Me and My World: What do animals and plants need to live and how can I help to take care of them?** |  |
|  | **Throughout the term:**  **During turn taking exercises the duration of children waiting for their turn should be extended so that resilience is increased and children learn to understand that their needs may not always be met immediately.**  **In conflict resolution, children need to be enabled to extend their reasoning with more complex sentences and descriptions.**  **Children need to be taught the vocabulary that enables them to express their feelings and how it links to their emotions – through stories, pictures, photographs, puppets, dolls etc.**  **Adults need to promote healthy snack time with fruit, water and milk available. Children to develop an understanding that some foods are ‘treats’ and you can eat them, but less often.**  **Embedding use of good manners i.e. please, thank you, excuse me and of good conduct in others – building positive relationships by empowering children to praise each other.**  **Children should be taught by adults modelling, to start to see if other children are isolated or without someone to play with.** | | | | | |  |
| **Vocabulary** | **upset, sad, sorry, resilience, take turns, please, thank you** | | | | | | |
| **Curriculum Links** | **UtW – People, Culture and Communities** | **No Outsiders book – Red Rockets and Rainbow Jelly**  **Maths – data handling** | **UtW – People, Culture and Communities** | **UtW – People, Culture and Communities** |  | **UtW – The Natural World** |  |
| **Literacy** | **Comprehension – it is crucial that adults read stories to children daily to model enjoyment and value of books. Children will also be encouraged to read to each other. Adults involve children in the reading of the story, giving them opportunities to join in with repeated phrases, giving them opportunities to predict events and what might happen next in stories. Adults need to encourage children to repeat and revisit key highlights of stories read recently and also from longer ago, remembering characters, key events and language patterns. Adults will re-read familiar stories and texts from these literacy spine books more than once, varying certain parts to encourage the children to spot and correct the ‘mistake.’ Children should be taught that the front and back cover of a book hold key information and are there for a reason. Children need to be taught through modelling and questioning how to use pictorial, and (where appropriate) textual cues to predict what the book is about. A range of fiction and non-fiction texts should be shared. Adults stop the story at strategic places (initially easy to predict places) to allow children to make guesses or predictions about what will happen next. Initially other adults in the setting model this, so children have a framework of understanding of how to use textual clues to inform predictions. Encourage children to make up stories with themselves as the main character.** | | | | | | |
| **Word Reading - Children will follow the RWInc phonics curriculum. This means that children will be grouped according to their RWInc phonic assessment for daily phonic group lessons 9:00 –9:45am. Some children will also be receiving 1:1 tutoring to close any gaps that have been identified. The vast majority of children should be reading and blending appropriate text with adult support and independently.**  **When reading class texts, teachers now need to be pointing out red words and sounds/digraphs from the children’s phonic programme to reinforce their knowledge and understanding.** | | | | | | |
| **Writing – The vast majority of children should now be confidently naming their work. This should be seen by them as an embedded routine. The vast majority of letters that are in their name will be correctly formed. Children can be supported to learn how to write their surname.**  **Children need to be encouraged and taught that they record and capture their learning experiences during self-selected activities by writing captions, labels, explanations and notes. Equipment for doing this, needs to be available in every area and time needs to be given to allow children to read these notes to adults and other children in the setting, to reinforce the importance of the children’s own writing.**  **Linked to the learning aims of CLL, children should be taught to spot a rhyme, predict rhyming words and learn a range of nursery rhymes and songs. They can be encouraged to record these independently using various medium.**  **Adults should model sounding out words with the children, once they have said the initial sound. Then they move towards taking the lead for sounding out as much of the word as they can.**  **When children are building simple phonetically plausible words without support, they should be taught alongside this that there is a range of common exception words that do not follow phonic rules, but need to be used regularly’ to build sentences. These words are identified in our RWInc phonic scheme and are known as ‘red’ words. Children should be encouraged then to record these letters and sounds as they say them. This should be reinforced and assessed by adults as they work on self-directed activities.**  **Adults need to now ensure that children are supported and encouraged to self-check writing and letter formation, to instil independence and support learning. Learn to spell some of the ‘red’ words. Guided writing based around developing short sentences in a meaningful context.** | | | | | | |
| **The Three Little Pigs** | **Oi Frog!** | **People Who Help us series** | **Super Milly and the Super School day** | **Weirdo** | **Izzy Gismo** |  |
| **Vocabulary** | **straw, hay, bricks, sticks** | **Oi, knobbly, uncomfortable, splinters, bottom, care, stools, mules, gophers, irons, fragile, ploughs, storks, weasels, easels, newts, flutes, satsumas, welcome** | **help, support, care, caring, vet, dentist, firefighter, police officer, refuse collector, paramedics, doctors, nurses,** | **super, superhero, tinfoil, badge, special, powers, x-ray vision, normal, bam, zap, whizz, wham, kaboom, kerpow, fantastic, mind power, supervillain, hogging, clever, incredible, tarantula, force field, supersonic, superness, arachnophobia** | **Weirdo, soft, small, sleepy, birthday, perfect, surprise, surrounded, chirped, actually, deaf, schedule, whispered, always, padded, fluttering, alone, idea, gust, oops, worried, floating, balcony, unaware, coconut macaroons, , indeed, murmure, judo** | **Invent, wherever, mended, gadget, splendid, dials, switches, glitches, for instance, piston, confetti, styled, invention, chuckled, thingy-bob, buckled, succeed, wandered, squawked, tumble, kapoooof, hopscotch, hoopla, happily, sweater, admitting, defeat, gadgety, batteries, electronics, dismantled, mixer, bent, bashed, battered, walloped, hummed, twitched, succeeding, pleading, aargghhh!, sprockets, sump, topsy-turvy, cawed, circuits, trusty, pliers, twizzled, tinkered, tweak** |  |
| **Curriculum Links** | **Understanding the World** |  |  | **PSED** | **PSED** |  |  |
| **Maths** | **NCETM Mastering Number week 11 Subitising:**  **\*Subitise with 5 focusing on die patterns**  **\*Match numerals to quantities within 5** | **NCETM Mastering Number week 12 Counting, ordinality and cardinality:**  **\*Counting – focus on ordinality and the ‘staircase’ pattern**  **\*See that each number is one more than the previous number** | **NCETM Mastering Number week 13 Composition:**  **\*Focus on 7** | **NCETM Mastering Number week 14 Composition:**  **Focus on 6 and 7 as ‘5 and a bit’** | **NCETM Mastering Number week 15**  **Composition:**  **\*Compare sets and use language of comparison: more than, fewer than, an equal number to**  **\*Make unequal sets equal** | **White Rose Maths SSM: Compare mass, capacity, length and height** |  |
| **Vocabulary** | **subitising, part-part-whole, all at once, four and not four, arrangement, numberlings** | **What do you notice, staircase pattern, who’s hiding, how many, the count, last number, altogether, sequence, one more, stopping number** | **compose, composition, part-part-whole, splitting into parts, make 5, visualise, subitising, partitioned, flashy fingers, how do you know, \_is made from \_\_and \_\_\_** | **Numberblobs, show me, quickest way, five in me, Hungarian number pattern, die pattern, 5-ness, double, 5 and a bit, stopping number** | **\_\_\_has more than\_\_\_, has\_\_\_fewer than, compare, differences, similarities, colour, size, shape, more than, fewer than, an equal number** | **Long/not long, short/not short,**  **Longest, shortest, longer than, shorter than, same length, tall/short, taller than, shorter than, tallest, shortest** |  |
| **Curriculum Links** |  |  |  |  |  |  |  |
| **Understanding the World** | PAST and PRESENT:  Children will know that people in their immediate environment may have roles that they play in the community.  They will be able to use identified vocabulary to describe the roles and the purpose.  Look at people’s roles in our community/in society and how they do jobs to help us. This should include home roles such as mums, dads, foster parents, grandparents and different family setups.  Understand that people in families have a chronology - Children will know that they grow up and become adults. They will know that the adults in their lives (i.e. parents) were children and grew up.  They will be able to talk about what they want to be/do when they grow up. Use role- play areas and self-directed learning to input key terminology from industry and professions such as vets, police, nursing, construction, teaching, catering, caring etc. Adults must ensure that the images used to show off these roles are diverse in gender, race and disability to encourage children to see positive models.  They will compare very simple aspects of their parent’s life as children and use (prior learning) comparisons to pull out similarities and differences.  Understand the chronology of a family itself – grandparents, parents, children.  Children will be able to sequence a series of events from a story read in class.  Children will know that some things happened recently (our life) and some things happened before our life- time.  Children will know how to put things in a simple chronology. | | | | | | |
| PEOPLE, CULTURE and COMMUNITIES:  o know that people live in communities and that school is part of that community (plans and layout, follow directions).  Children will be able to describe features of their journey to school (drawing plans, observations of features of the route)  Know that some communities are small – village and some communities are big – cities.  To know features e.g. rivers, buildings etc. and they can talk about similarities and differences  To know that children like them live in communities around the world. Look through stories at similarities and differences. (songs, different cultures, different families)  To know that communities have special places where people go (RE – Church etc.) and they have different faiths. Link to their own setting – hospitals, police, fire fighters, supermarkets, playgrounds etc. | | | | | | |
| THE NATURAL WORLD:  Children need to know that the year is split up into seasons and be able to name them.  Seasons have different characteristics and children are able to use simple vocabulary to describe aspects of each season, such as their broad weather/climatic and natural features. Children need to be taught how natural features such as trees and plants change with the seasons and a simplistic version of why this happens.  The children will go on regular nature walks around the school grounds, school garden, rec and allotments and talk about things that are living, look at where they live etc. Children will take clipboards and paper with then=m and use technology such as cameras and ipads to record what they see.  Children should understand the differences between a pet animal, a farm animal, a wild animal and a zoo animal and why. Children can classify/sort animals into different types. This is through stories, poems and nursery rhymes, a farm visit and visits from animals coming into the school environment. Start with what they know, pets they might own or visits they have made to a farm, zoo, safari park.  Children can match baby animals to their mothers.  Enhance learning with a trip to West Lodge farm Park.  Children should be taught about materials and their properties. Children need to know that heat and cold change things. Some of these changes are reversible and some are irreversible (link to animals in hot/cold places and to changes observed when baking, ice melts etc.). | | | | | | |
| RE Scheme: To explore the Christian creation story from the children’s Bible | RE Scheme: Understand Christians like to praise the Creator and talk about why. | RE Scheme: To think about what else Christians might say to God in their prayers. | RE Scheme: To understand Christians sing hymns to praise God | RE Scheme: Learn and sign some hymns | RE Scheme: To make links with how Christians think God is amazing, as is the world created. Decide how they could treat the world well. |  |
| **Vocabulary** | **Creation story, hymns, prayer, Christians** | | | | | | |
| **Curriculum Links** | **Expressive Arts and Design** | | | | | | |
| **Expressive Arts and Design** | **Throughout the term:**  **Adults will be asking children to describe the effect they are wishing to achieve when working with creative materials. Children will be using a widening vocabulary to show that they are cutting, joining and selecting equipment.**  **Children will be confidently explain the choices they have made about selecting certain materials and media for their properties i.e. runny glue, selloptape, shiny paper, tissue paper etc.**  **Children should be encouraged to share effective practice with other children, enabling them to achieve success.**  **Children should be taught how to verbalise what they see when the properties of the media that they are using changes i.e. when colours change during mixing or when glue dries, or when clay hardens etc. Adults should initially model tis through direct teaching in group time when introducing activities, then in working with children and supporting them during self-directed learning.**  **Children should be taught a range of vocabulary of textures when creating i.e. rough, smooth, bobbly, fuzzy etc. and adults should model, then expect them to use appropriate descriptive vocabulary in expanded descriptive sentences relating to what they have made e.g. I have made a collage of a brown, fuzzy, hairy bear.**  **Children should be supported to evaluate their drawings, paintings and models, making decisions about whether they have achieved what they set out to do, but crucially at this stage to reflect on what they could do to improve their output if appropriate.** | | | | | | |
| **Children will be supported to collaborate with a small group to create a shared narrative for their role play. Adults to use key questions at specific points during the discussion and role play, to enable them to make choices and predictions, thinking about simple characteristics e.g. family roles such as mum, dad, baby and maybe animals such as pets, farm animals.**  **Children in this group can explain their narrative to others in the class after their acting out. If any children are reticent to contribute, adults facilitate their recall by enabling them to draw, move or use toys to explain of they need to.**  **Children will be encouraged to record their narratives with mark making at their individual developmental ability. This should be supported by adult questioning and modelling good examples and practice. To show the value to all children.** | | | | | | |
| **\*Music scheme Unit 3 Rhythm: Learn a range of songs which include actions. The actions will help teach children the feeling and concept of rhythm and pulse by exploring them via movement and repetition.**  **\*Explore a range of textures and introduce vocabulary such as rough, smooth, bobbly, fuzzy.** | **Music scheme Unit 3 Rhythm: Children will be singing and playing along with songs whilst exploring the idea of short and long notes and tempo. They will be listening to identify differences in tempo and have opportunities to sing songs whilst performing physical actions with teddies/toys by bouncing them along to the pulse.**  **\*Re-cap on materials and textures and related vocabulary. Make collages and describe e.g. I have made a collage of a brown, fuzzy, hairy bear.** | **Music scheme Unit 3 Rhythm: Children will be exploring rhythms in sung songs and they will also learn rhythmic patterns which can be created by the syllables of words. These syllables and patterns will start to form the basics for them creating simple rhythmic compositions.** | **Music scheme Unit 3 Rhythm: Children will continue to build on their understanding of syllables and words to create rhythms by using graphic scoring and simple images to represent spoken rhythmic patterns.** | **Music scheme Unit 3 Rhythm: Children will use their graphic notation from the previous lesson and perform their ostinato as part of a class performance.** | **Music scheme Unit 3 Rhythm: Watch their recorded performances back to assess and discuss the parts of the performance which went well and what could be improved if doing it again next time. Children can then use this feedback to help them in one final performance to an audience.** |  |
| **Vocabulary** | **dynamics, graphic notation, ostinato, pulse, rhythm, tempo** | | | | | | |
| **Curriculum Links** | **Communication and Language, Understanding the World** | | | | | | |
| **Outdoor Learning** |  |  |  |  |  |  |  |
| **Water/Sand** | **Common Play Behaviours – pouring/emptying, filling, transporting, stirring/mixing, cleaning –**  **develop their strength and co-ordination by pouring from one-handed containers,**  **recognising when a container is full, develop their motor skills by using intricate resources to fill a container such as a pipette, syringe, spray bottle,**  **develop their strength, balance and co-ordination by transporting water from one container to another with little/no spillage. Show a preference for a dominant hand.**  **Make comparisons relating to capacity. Use talk to organise themselves in play. Match developing physical skills to their task.** | | | | | | |
| **Sand/ Mud kitchen** |
| **Large Construction/ Gross Motor** | **Common Play Behaviours – creating, special awareness, construct with purpose**  **Use a variety of resources to add to models, create enclosed spaces, add storylines to their play, begin to create symmetry, build more elaborate structures, include systems and adds detail to structure, ensures models is stable.**  **Create space accordingly to what they want to make, understand safety and how to make a structure secure.**  **Have a vision in mind of what they want and then build.** | | | | | | |
| **Stage** | **Songs and rhymes** | **People who help us** | **Songs and rhymes** |  | **Superhero station** | **Superhero station** |  |