**EYFS Medium Term Plan – Spring Term 2**

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| **Weeks/Area of Learning** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **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: Ball skills – to develop rolling a ball to a target** | **PE Scheme: Ball skills: to develop stopping a rolling ball** | **PE Scheme: Ball skills – to develop accuracy when throwing to a target** | **PE Scheme: Ball skills – to develop bouncing and catching a ball** | **PE Scheme: Ball skills – to develop dribbling a ball with your feet** | **PE Scheme: to develop kicking a ball** | **PE Scheme: develop kicking a ball** |
| **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** | **rolling, throwing, kicking, dribbling, target** | | | | | | |
| **Curriculum Links** | **Personal, Social and Emotional Development** | | | | | | |
| **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** | **ascender, descender, curly caterpillar family, ladder family, one-armed robot family, zig-zag monster family** | | | | | | |
| **Curriculum Links** | **Literacy** | | | | | | |
| **Personal, Social and Emotional Development** | **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.** | | | | | | |
| **PSHE/No Outsiders – Hello, Hello**  **Able to say when they do and do not need help** | **Healthy and Safer Lifestyles: My Body and Growing Up: What does my body look like?**  **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 and advice they would give to other children who are trying the same activity.** | **Healthy and Safer Lifestyles: My Body and Growing Up: What can my body do?**  **Understand the impact of both positive and negative behaviour on others around them.** | **When reviewing outcomes, children should be encouraged to describe and assess what went well with their self-directed learning and their success.** | **Healthy and Safer Lifestyles: My Body and Growing Up: What differences and similarities are there between our bodies?** | **Healthy and Safer Lifestyles: My Body and Growing Up: How can I look after my body and keep it clean?**  **Able to unpick key aspects of their own performances or characteristics that they think are positive.** |  |
| **Vocabulary** |  | **I will use…. Because and then I will…. Next I will etc** |  | **Adults support children in attributing the outcomes e.g. moving from “I am really happy with my painting” to “ I am really happy with my painting because I mixed some good colours for the sky.** |  |  |  |
| **Curriculum Links** | **No Outsiders – Hello, Hello** |  |  |  |  |  |  |
| **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. Children will be encouraged to bring in their favourite book to share in paired reading with a KS2 buddy during World Book Day and to dress up as their favourite character from a story.** | | | | | | |
| **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.** | | | | | | |
| **Half Term News**  **That’s Not My Puppy…** | **Dear Zoo** | **Charlie Cook’s favourite book,**  **I Love Books,**  **World book day** | **What the Ladybird Heard** | | **Hairy Maclary from Donaldson’s Dairy** | **Farm Trip writing** |
| **Vocabulary** | **coat, tail, paws, collar, ears, hairy, fluffy, bumpy, shiny, shaggy** | **elephant, giraffe, lion, snake, monkey, frog, camel, with care, grumpy, naughty, fragile, heavy, jumpy, fierce,, scary, perfet, danger, squashy, big, tall,zoo, pet, back, return, keep, kept** | **cozy, leaky, sank, island, treasure chest, favourite, knight, blame, greedy, greedier, blame, armour, ghost, library, competition, rook, flying saucer, small green men, brook, encyclopedia, joke, thief, wicked, magazine, Jupiter** | **farm, ladybird, horse, hen, goose, cat, duck, dog, pond, pen, prize, wooly, handsome, hairy, dainty, saw, heard, never, moo, cluck, hiss, quack, neigh, oink, baa, woof, miawoed, purred, panda car, cops, dead of night, straight, left, right, through,spotty, whisper, tiptoe, cunning plan** | | **dairy, hairy, blurb, gate, horse, spots, scatter, paws, claws, bundle of hay, skinny, bony, tum, low, trotted, town, smells, snooped, shadows, covered, toughest, tom** | **bus, coach, journey, far, near, animal names including others and their babies, bottle feeding, race, barrel ride, adventure playground, first, next, then, last, finally, after that, favourite part** |
| **Curriculum Links** | **Communication and Language** | | | | | | **Understanding the World** |
| **Maths** | **NCETM Mastering Number week 16**  **Counting, ordinality and cardinality:**  **\*Focus on the ‘staircase’ pattern and ordering numbers** | **NCETM Mastering Number week 17**  **Comparison:**  **\*Focus on ordering of numbers to 8**  **\*Use language of less than** | **NCETM Mastering Number week 18 Composition:**  **\* Focus on 7** | **NCETM Mastering Number week 19 Composition:**  **\*Doubles – explore how some numbers can be made with 2 equal parts** | **NCETM Mastering Number week 20 Composition:**  **\*Sorting numbers according to attributes – odd and even numbers** | **NCETM Mastering Number week 21 Counting, ordinality and cardinality:**  **Counting – larger sets and things that cannot be seen** | **NCETM Mastering Number week 22**  **Subitising: Subitising to 6, including in structured arrangements** |
| **One day a week, to supplement the Mastering Number programme, children follow White Rose maths for SSM:**  **3-D shape and pattern.** | | | | | | |
| **Vocabulary** | **look carefully, what do you notice, how many objects, altogether, stopping number,repeating pattern of the counting numbers, order,position, sequenc, one more, previous number, 5 and a bit** | **Compare, differences, similarities, more than, less than,equal to, unequal, equals, 1:1 matching, subitise, do you agree? what do you notice? How do you know? \_\_is more than\_\_\_** | **subitise, find the five in me, compose, decompose, whole, smaller parts, combining, partitioning, splitting it into parts, different ways** | **two equal parts, whole, equal, not equal, double facts, how many, This is a double because\_\_is a part and \_\_\_is a part, \_\_ is made of \_\_ and \_\_\_, \_\_\_ and \_\_\_ make\_\_\_** | **groups, attributes, grouping, colour, size, function, what do you notice? How am I sorting? Criteria, doubles, even, odd, evens, odds, two equal parts, explain why, do you agree?** | **One…Twenty, how many, counting sequence, missing numbers, word pattern, repeating pattern of 21,22,,31,32 etc, ‘teen numbers 13-19, ‘ty’ numbers 20-90, one hundred, different starting number, count on, stopping number, how is it easier?, Cardinality – the idea that the last number in the count tells us how many things there are altogether, generalisation that every whole number is ‘1 more than’ the previous number and ‘1 less than’ the following number, vote, survey, first second, third etc** | **Stem sentences: \_\_\_is made of \_\_\_ and \_\_\_; \_\_\_ and \_\_\_ make\_\_\_-subitisng –seeing the quantity without counting, arrangements. Structured pattern, random arrangement, double, doubles, doubling, 10-frame, show the doubles pattern on your fingers, correct number, how many ways can you make \_\_, can you spot any groups of\_\_?,, stopping number, next, describe, visualise, what do you notice?, How do you know?, Do you need to count? What’s the same” What’s different, can you describe the arrangement that you see?** |
| **Curriculum Links** |  |  | **Expressive Arts and Design – five little ducks** |  |  | **PD – races for first, second, third etc, Communication and Language and Expressive Arts and Design– rhymes like 1,2, Buckle My Shoe** |  |
| **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 know Springtime is a time of new life in nature and to observe crocus/ daffodil/ tree buds** | **RE Scheme: to explore items lined to Palm Sunday, ask ehat they think they are for.** | **RE Scheme:**  **To explore the story of Palm Sunday and how Christians celebrate it in church today** | **RE Scheme: to explore the cross on hot cross buns and its relevance to the Easter story** | **RE Scheme: to make an Easter Garden and link to eggs and new life** | **RE Scheme:**  **To reflect on emotions through the stages of the Easter story.** | **\*The Natural World – walk around the rec and allotments to look for signs of spring**  **\* People and Places – draw map of their spring walk**  **R.E. scheme – to share ideas about which places are special to you and why. Then share and draw places that are special to them.** |
| **Vocabulary** | **Jerusalem, church, Palm Sunday, resurrection, hosanna** | | | | | | **Spring, summer, autumn, winter, seasons**  **Map** |
| **Curriculum Links** |  |  |  |  |  |  |  |
| **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.**  **Children will be asked to evaluate their music choices and begin to express if they like something or not and give some reasons why or why not.** | | | | | | | |
| **Music scheme unit 4 Pitch: children will be introduced to the word ‘pitch’ by singing a two note song and experiment singing high and low pitches and creating a glissando. They will create a class and independent composition using images and matching their voices to the pitch of these images.**  **Make a new page for a That’ s not my puppy book using texture vocabulary with a matching collage.** | **Music scheme unit 4 Pitch: Use their voices to experiment with how they can show different moods through the pitches they use. Use animal sounds to show different animals reflecting different moods.**  **\*Clay – making pinch pots**  **\*Exhibition of new pages for That’s not my puppy and provide feedback to each other. Discuss what would improve next time as an adult scribes their self- evaluation.** | **Music scheme unit 4 Pitch: Explore how Camille Saints Saens used pitch to represent different animals in his composition ‘The Carnival of the Animals.**  **Clay – making pinch pots** | **Music scheme unit 4 Pitch: Use recording devices to explore their own and others’ voices. Act out various lines from stories using appropriately-pitched voices.**  **\*Clay decorating pinch pots.** | **Music scheme unit 4 Pitch: Work in small groups using animal flash cards to compose their own short pieces. Then share their scores with the class and perform on tuned percussion.**  **\*Display pinch pots and provide feedback to each other to help self-evaluate on how to improve for next time.** | **Music scheme unit 4 Pitch: repeat the previous activity but this time extending to 8 cards. Perform to class and record, They will assess their understanding of pitch.** | **Counting rhymes like 1,2, Buckle My shoe**  **\*Drawings of farm trip, favourite animals etc** |
| **Vocabulary** | **conducting, glissando, graphic score, melody, pitch, tempo** | **conducting, glissando, graphic score, melody, pitch, tempo** | **conducting, glissando, graphic score, melody, pitch, tempo** | **conducting, glissando, graphic score, melody, pitch, tempo** | **conducting, glissando, graphic score, melody, pitch, tempo** | **conducting, glissando, graphic score, melody, pitch, tempo** | **Number words 0-10** |
| **Curriculum Links** | **Understanding the World** | | | | | | **Mathematics – counting songs and rhymes**  **C & L – telling others about favourite part of the trip** |
| **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** | **Role play stories from read to me time, farm role play.** |  |  |  | **Performances of animal songs.** | **Performances of animal songs** |  |