

EYFS Spring 1

Medium term planning

Out and About!

	Week 1 05.01.26	Week 2 12.01.26	Week 3 19.01.26 Walk around the local area	Week 4 26.01.26 Fire Officer presentation	Week 5	Week 6 09.02.26 Road Safety Workshop
Managing self Self regulation	Good to be me	Feelings	Learning about qualities and differences	Celebrating differences	Identify and moderate their own feelings socially and emotionally.	Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios
No Outsiders	<p>Hello, Hello by Brendan Wenzel <u>"Hello Hello" by Brendan Wenzel</u></p> <p>Learning intention - To say hello Success criteria -</p> <p>I know in my class we are not all the same I know we are different I know I can make friends with different people I know how to make friends</p>					
Phonics	Week 2 Oxford Level 2	Week 3 Oxford Level 2	Week 4 Oxford Level 2	Week 5 Oxford Level 2	Week 6 Oxford Level 2	Week 7 Oxford Level 2

	Book 7 j and v Consolidate Revise Helpful words he/she	Book 7 w and x Consolidate Revise Helpful words we/me	Book 8 y and z Consolidate Revise Helpful words was/you	Book 9 zz and qu Consolidate Revise Helpful words they /all	Book 9 ch Consolidate Revise Helpful words are/her	Book 9 Consolidate Revise Helpful words off/when
Word reading	Making up stories with themselves as the main character - Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letters -sound correspondences and, where necessary, a few exception words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.					
Story time	Tell me why! Using language well Ask how and why questions...	Discovering Passions	Retell a story with story language	Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them.	Describe events in some detail.	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.
Key text	Wild	The Bog Baby	The Selfish Crocodile	Paddington	We're Going on a Bear Hunt	Zog the Flying Doctor
Writing	Writing some of the Helpful words such as I, me, my, like, to, the. Writing CVC words. Writing labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Creating story maps.					

Talk 4 Writing	Using the key texts to create whole class Story Maps (3 each half term). Focus is on sequencing stories and using Makaton signs to help retell a story.					
Number	Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5	1 more 1 less Composition Conceptual subitising to 5		Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less	Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double)	Combine 2 groups Conceptual subitising
Numerical Patterns			Compare mass Find a balance Explore capacity Compare capacity			Explore length Compare length
Understanding the world				 EYFS_History_focused_scheme_of_work.pdf Why do we wear different clothes at different times of the year? <p>Understanding the world: Past and present They talk about the lives of the people around them and their roles in society They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class They understand the past through settings, characters and events encountered in books read in class and storytelling People, culture and communities</p>		

	<p>They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</p> <p>The Natural World</p> <p>They explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
RE	<p><i>Why do Christians perform Nativity plays at Christmas?</i></p> <p>Christian</p> <p><u>Unit R.2 - Why do Christians perform Nativity plays at Christmas</u></p>
Expression art and designs	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>

	<p style="text-align: center;">Junk Box modelling - design and make houses, bridges, boats and other forms of transport.</p>						
Music	<p style="text-align: center;">Everyone!</p> <p>Learn to sing nursery rhymes and action songs:</p> <p style="text-align: center;">Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p style="text-align: center;">Musical learning focus</p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>						
Handwriting	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.66%; padding: 5px;">1 Introducing one-armed robot letters: r</td> <td style="width: 16.66%; padding: 5px;">2 Practising one-armed robot letters: b, n</td> <td style="width: 16.66%; padding: 5px;">3 Practising one-armed robot letters: h, m</td> <td style="width: 16.66%; padding: 5px;">4 Practising one-armed robot letters: k, p</td> <td style="width: 16.66%; padding: 5px;">5 Practising all the one-armed robot letters: r, b, n, h, m, k, p</td> <td style="width: 16.66%; padding: 5px;">6. Practising all the long-legged giraffe and one-armed robot letters</td> </tr> </table>	1 Introducing one-armed robot letters: r	2 Practising one-armed robot letters: b, n	3 Practising one-armed robot letters: h, m	4 Practising one-armed robot letters: k, p	5 Practising all the one-armed robot letters: r, b, n, h, m, k, p	6. Practising all the long-legged giraffe and one-armed robot letters
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Dance Unit 1	Theme: head, shoulders, knees and toes To explore different body parts and how they move.	Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions.	Theme: transport To express and communicate ideas through movement exploring directions and levels.	Theme: transport To create movements and adapt and perform simple dance patterns.	Theme: morning routine To copy and repeat actions showing confidence and imagination.	Theme: my journey to school To move with control and coordination, linking, copying and repeating actions.
Ball skills Unit 1	Theme: beetles To develop rolling a ball to a target.	Theme: busy bees To develop stopping a rolling ball.	Theme: ladybirds and butterflies To develop accuracy when throwing to a target.	Theme: grasshoppers To develop bouncing and catching a ball.	Theme: caterpillars To develop dribbling a ball with your feet.	Theme: spiders To develop kicking a ball.
Trip, Visitors, experience	Coastguard visit Doctor visit Firefighter visit Policeman visit Walk around the local area Road Safety workshop					