

EYFS Medium Term Plans Spring 2

Traditional Tales						
Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>High quality texts</b>	Goldilocks		The Gingerbread Man		The Three Little Pigs	
<b>Role Play</b>	3 bears cottage, story telling tent, bakery, 3 pigs houses					
<b>Key Dates</b>	Shrove Tuesday, Holi festival of colour, Passover, Good Friday, Easter Sunday, Easter Monday					
<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Re-reading books to build confidence and fluency, understanding and enjoyment.</li> </ul> <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• Read a few common exception words, read some words containing digraphs that make one sound. Read aloud simple sentences.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</li> </ul>						
<p><b>Maths</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Cardinality • Subitises up to five objects (without counting) • Counts up to ten items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 10 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Comparison • To understand that when making comparisons you can have more items, fewer items or an equal amount of items. • To Understand the 'one more than/one less than' relationship between consecutive numbers. • Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 • Counts up to and back from 10, beginning to recognise the one more one less relationship</li> <li>Extra - • Begin to recognise, identify and sort 3D shapes. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Begin to create more complex repetitive patterns of more than 2 shapes.</li> </ul>						
<p><b>Personal, social and emotional development</b></p> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>• Shows understanding of their feelings and those of others and begin to regulate behaviour accordingly. Begin to show sensitivity to themselves and others. Begin to identify and moderate their own feelings socially and emotionally. Start to think about the perspective of others.</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>• Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. Manage their own basic hygiene and personal needs.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> </ul>						
<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>						

## **Speaking**

- Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events with increasing detail. Connect one idea to another using a range of connectives.

## **Physical Development**

### **Gross motor**

- Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

### **Fine motor**

- Develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively in preparation for fluent writing. Uses the tripod grip.

Extra - Know and talk about different factors that support their overall health and wellbeing: regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.

## **Understanding the world**

### **Past and Present**

- Shows interest in the lives of people who are familiar to them.
- Can discuss significant events in their own experiences.
- Can discuss orally the features of a tale – compare and contrast.

People, Cultures and Communities 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.

### **The Natural World**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Shows care and concern for living things and the environment.
- Investigate and test why can't a Gingerbread Person walk through the river.
- Creating simple maps of real and imaginary places. Begin to notices changes of matter.

## **Expressive art and design**

### **Creating with Materials**

- Create collaboratively sharing ideas, resources and skills. Share their creations, explaining the process they have used, Draw with increasing complexity and detail, such as representing an animal with a circle and including details. Develop storylines in their pretend play.

### **Being imaginative**

- Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups. Make use of props and materials when role playing characters in narratives and stories.