



**MEDIUM TERM PLAN**

Year: EYFS Term: Spring 1

|                            |                              | Week Beginning:<br>08.01.24  | Week Beginning:<br>15.01.24               | Week Beginning:<br>22.01.24               | Week Beginning:<br>29.01.24               | Week Beginning:<br>05.02.24                          |
|----------------------------|------------------------------|--|---|---|---|--|
| Diary Dates                |                              |  |   |   | National Storytelling Week                | 06.02.24 Internet Safety Day                         |
| Literacy                   | Shared Text – End of the day | Children's choice – fairytales focus   | Children's choice – fairytales focus      | Children's choice – fairytales focus      | Children's choice – fairytales focus      | Children's choice – fairytales focus                 |
|                            | English Text                 | I'm (Almost) Always Kind   | It's A No Money Day                       | Chicken Clicking                          | The Story Orchestra                       | I Love Chinese New Year<br><br>How To Catch A Dragon |
|                            | Writing                      | <b>Comprehension:</b><br><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <b>Word Reading</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> |   |   |   |  |
|                            | Phonics                      | ELS<br>i n m d   | ELS<br>g o c k                            | ELS<br>c k e u r                          | ELS<br>ss h b ff ll                       | ELS<br>j v w x                                       |
| Communication and language |                              | Continuous discussions throughout the day  | Continuous discussions throughout the day | Continuous discussions throughout the day | Continuous discussions throughout the day | Continuous discussions throughout the day            |
| Maths                      |                              | WRM – 1, 2, 3, 4, 5  | WRM - Shapes with 4 sides                 | WRM – Alive in 5                          | WRM – Mass and Capacity                   | WRM – Growing 6, 7, 8                                |

|                               |   |  |  |   |  |   |
|-------------------------------|---|--|--|---|--|---|
|                               |   | Represent 4 and 5<br>1 more<br><br>1 less                    | Identify and name<br>shapes with 4 sides<br><br>Combine shapes with 4<br>sides<br><br>Shapes in the<br>environment<br><br>My day and Night | Introduce zero<br>Find 0-5<br><br>Subitise 0-5<br><br>Represent 0-5<br><br>1 more   | Compare mass<br><br>Find a balance<br><br>Explore capacity<br><br>Compare capacity | Find 6, 7, 8<br><br>Represent 6, 7, 8<br><br>1 more<br><br>1 less |
| RE                            |   | Why is the word 'God'<br>so important to<br>Christians?      | Why is the word 'God'<br>so important to<br>Christians?  | Why is the word 'God'<br>so important to<br>Christians?   | How can we care for<br>our wonderful world?  | How can we care for<br>our wonderful world?                       |
| Understanding<br>the World    | Past &<br>Present                       |  | Different people in the<br>community   | Roles of people in the<br>community (farmers,<br>delivery drivers, post<br>people)  |  | History of the Chinese<br>New Year                                |
|                               | People,<br>Culture &<br>Communitie<br>s |  | Foodbanks<br><br>Charity Shops   | Knowing where I live<br>and where key features<br>are around me eg Post<br>Office (link to maps)<br><br>Knowing the difference<br>between: international,<br>national and local travel<br>/ transport | Biomes   | Chinese New Year<br>Celebrations Across the<br>Globe              |
|                               | The Natural<br>World                    | Making banana muffins<br><br>Observational snail<br>drawings |  | Knowledge of lifecycles<br>and food chains  | Animals and their<br>habitats<br><br>Food chains                                   |   |
|                               | Twigs and<br>trees<br>Thursday          | Snail hunt   | Games that are free for<br>everyone  | Drama – create the end<br>scene for Chicken<br>Clicking in the forest   | Creating music using<br>the forest   | Chinese New Year<br>Parade through forest<br>trails               |
| Expressive Arts<br>and Design | Music                                   | A Tale from Long Ago   | A Tale from Long Ago   | A Tale from Long Ago  | Matching Instruments to<br>Animals   | Chinese New Year<br>Parade  |
|                               | Art/DT                                  | Collages inspired by<br>Asa Gilland                          | Junk Modelling   | Internet Safety Posters   | Creating animal masks  | Various papercrafts   |

|  |                        |   |   |   |   |   |
|--|------------------------|---|---|---|---|---|
|  |                        | Building sandcastles  |   | Photography   | Creating instruments  |   |
| <b>Physical development</b>                    | <b>PE -</b>            | Gymnastics – High, Low, Over, Under<br><br>moving in a high way and explore making high shapes  | Gymnastics – High, Low, Over, Under<br><br>moving in a low way and explore making low shapes  | Gymnastics – High, Low, Over, Under<br><br>exploring how to move safely using apparatus   | Gymnastics – High, Low, Over, Under<br><br>explore movements and shapes in high and low ways on the apparatus   | Gymnastics – High, Low, Over, Under<br><br>explore movements and shapes in high, low, over and under ways on the apparatus                                |
| <b>Personal, Social, Emotional Development</b> |                        | Continuous throughout day   | Continuous throughout day   | Continuous throughout day   | Continuous throughout day   | Continuous throughout day   |
| <b>Other areas of learning</b>                 | <b>Role play area</b>  | Indoor - Cottage – fairytales<br>Dolls house<br><br>Outdoors – Home corner, mud kitchen, theatre, construction, shop (children’s choice)                  | Indoor - Cottage – fairytales<br>Dolls house<br><br>Outdoors – Home corner, mud kitchen, theatre, construction, shop (children’s choice)                  | Indoor - Cottage – fairytales<br>Dolls house<br><br>Outdoors – Home corner, mud kitchen, theatre, construction, shop (children’s choice)                  | Indoor - Cottage – fairytales<br>Dolls house<br><br>Outdoors – Home corner, mud kitchen, theatre, construction, shop (children’s choice)                  | Indoor - Cottage – fairytales<br>Dolls house<br><br>Outdoors – Home corner, mud kitchen, theatre, construction, shop (children’s choice)                  |
|  | <b>Outdoor areas</b>   | Writing area, Maths area, Creative Area, Home Corner, Mud Kitchen, Construction Area, Reading Den, Music Hut, Sandpit, Water Tray, Gross Motor Activities | Writing area, Maths area, Creative Area, Home Corner, Mud Kitchen, Construction Area, Reading Den, Music Hut, Sandpit, Water Tray, Gross Motor Activities | Writing area, Maths area, Creative Area, Home Corner, Mud Kitchen, Construction Area, Reading Den, Music Hut, Sandpit, Water Tray, Gross Motor Activities | Writing area, Maths area, Creative Area, Home Corner, Mud Kitchen, Construction Area, Reading Den, Music Hut, Sandpit, Water Tray, Gross Motor Activities | Writing area, Maths area, Creative Area, Home Corner, Mud Kitchen, Construction Area, Reading Den, Music Hut, Sandpit, Water Tray, Gross Motor Activities |
|  | <b>Special events</b>  |   | Educational Visit to Sainsburys/Cancer Research UK  |   | Educational Visit to Crayford Library   |   |
|  | <b>Visits/visitors</b> |   |   |   | Parents who would like to share their favourite stories   |   |