



## Saint Paulinus CE Primary School

## **MEDIUM TERM PLAN**

Year: EYFS Term: Spring 2

		Week Beginning: 19.02.24	Week Beginning: 26.02.24	Week Beginning: 04.03.24	Week Beginning: 11.03.24	Week Beginning: 18.03.24	Week Beginning: 25.03.24	
Diary Dates		Education Sunday (25.02.24)	Class Assembly (29.02.24) St David's Day (01.03.24)	World Book Day (07.03.24)	National Science Week Science Museum Educational Visit (12.03.24) St Patrick's Day (17.03.24)	Parents Evening (19.03.23 & 20.03.24)	Easter Service (26.03.24) Dare To Be Different Day (28.02.24)	
Literacy	Shared Text – End of the day	Children's choice	Children's choice	Children's choice	Children's choice	Children's choice	Children's choice	
	English Text	Mr Wolf's Pancakes	Luna Loves Art	Shu Lin's Grandpa	Tad	Bear Shaped	The First Egg Hunt	
	Writing	Comprehension:  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  • Anticipate (where appropriate) key events in stories.  • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.  Word Reading  • Say a sound for each letter in the alphabet and at least 10 digraphs.  • Read words consistent with their phonic knowledge by sound-blending.  • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Writing  • 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.						
	Phonics	ELS y zz qu ch	ELS sh th ng nk	ELS ai ee igh oa	ELS oo ar ur oo or	ELS ow oi ear air	ELS ure er ow	
Communication and language		Continuous throughout the day	Continuous throughout the day	Continuous throughout the day	Continuous throughout the day	Continuous throughout the day	Continuous throughout the day	

Maths		WRM – Mass and Capacity  Compare mass  Find a balance  Explore capacity  Compare capacity	WRM – Growing 6, 7, 8 Find 6, 7, 8 Represent 6, 7, 8 1 more/1 less Composition of 6, 7, 8	WRM – Growing 6, 7, 8  Make pairs – odd and even  Double to 8 (find a double, make a double)  Combine 2 groups  Conceptual subitising	WRM – Length, height and time Explore and compare length Explore and compare height Talk about time Order and sequence time	WRM – Building 9 & 10  Find 9 & 10  Compare numbers to 10  Represent 9 and 10  Conceptual subitising to 10  1 more/1 less	WRM – Building 9 & 10  Composition to 10  Bonds to 10 (2 parts)  Make arrangements of 10  Bonds to 10 (3 parts)
RE	SALVATION  Why do Christians  put a cross in an  Easter Garden?	Why is a palm cross a special symbol?	Why do churches have crosses in them?	Why do people need a bridge to God?	Why do Christians believe that Easter Sunday is the most important day of all?	Why do we have Easter Eggs?	Why do Christians put a cross in an Easter Garden?
Understanding the World	Past & Present			Exploring life in the past	Comparing life in the past to now		
	People, Culture & Communities	Shrove Tuesday Around the World		Life in China			Easter traditions around the world
	The Natural World	Making pancakes	Spring Walk	Chinese plants and trees	Life cycles (frog)	Life cycles continued (chicken) Growing cress	Making Easter eggs
	Twigs and trees Thursday	Forest pancakes	Andy Goldsworthy inspired art	Dragon dance	Pond area	Teddy Bear picnic	Egg hunt

Expressive Arts and Design	Music	Who Put the Colours in the Rainbow?	Who Put the Colours in the Rainbow?	New Beginnings	New Beginnings	New Beginnings	New Beginnings
	Art/DT	Food art	Different artist focus each day (1 indoors, 1 outdoors) Warhol, Matisse, Hirst, Bourgeois, Van Gough, Pollock, Monet, Mondrian, Cezanne, Kusama	Yu Rong peer portraits Floor art – painting with water and chalks	Using colour to represent mood  Printing  Artists that have portrayed water, nature, animals	Whole class den building	Card making Tie dye 3D models
Physical development	PE -	Ball skills, Feet 1: Explore moving with a ball using our feet	Ball skills, Feet 1: Develop moving with a ball using our feet	Ball skills, Feet 1: Develop dribbling	Ball skills, Feet 1: Understand dribbling	Ball skills, Feet 1: Develop dribbling against an opponent	Ball skills, Feet 1: Dribbling competitions
Personal, Social, Emotional		Continuous	Continuous	Continuous	Continuous	Continuous	Continuous
Development		throughout day	throughout day	throughout day	throughout day	throughout day	throughout day
Other areas of learning	Role play area	Inside: Dine in and takeaway restaurant, Dolls House		Inside: Art gallery, dolls house		Inside: science museum, dolls house	
		Outside: Mud Kitchen, theatre, construction, home corner			Outside: Mud Kitchen, theatre, construction, home corner		
	Outdoor areas	Writing area, Maths area, Reading den, Mud Kitchen, Planting, Art area, Sand area, Water area, Construction zo Physical area, Music hut					nstruction zone,