

EYFS Medium Term Plan 2024-25

Spring 2 / People Who Help Us!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Possible Themes/Interests</b>	Police	Police	Doctors/Vets	Firefighters	Emergency Vehicles	Family
<b>Primary Texts</b>						
<b>Secondary Texts</b>	    					
<b>Nursery Rhymes</b>	999 Emergency	Being Helpful	There are lots of People to help	I'm a Firefighter	Special Helpers	The Wheels on the Bus
<b>Communication &amp; Language</b>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities</li> <li>To explain how things work and why they might happen.</li> </ul>			<b>Vocabulary:</b> Listen, share, ideas, think, talk, quiet, loud, voice, words, and, because then, but.		

	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Daily Storytime. Encourage children to join in with repeated refrains when reading key texts.</li> <li>• Introduce new weekly vocabulary and model.</li> <li>• Model talk routines throughout the day.</li> <li>• Daily snack and chat sessions.</li> <li>• Encourage children to respond to questions using full sentences,</li> <li>• Continue to model roleplay in the home corner and key vocabulary.</li> <li>• Encourage new vocabulary in the small world area.</li> <li>• Model various responses to the morning and afternoon registers including full sentences and sentences including connectives.</li> </ul>					
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Manage their own needs.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing</li> </ul>			<p><b>Vocabulary:</b> Happy, sad, excited, tired, safe, scared, afraid, worried, friend, friendship, self, care, needs, feelings calm, clean, safe, unsafe, doctor, medicine, sleep, chemist, adult, trust, address, resilience, challenging.</p>		
	<p>Adults will continue to model positive behaviours. Daily snack and chat time to encourage turn taking, listening and allowing them to express their views and feelings. Reinforce the three school values ‘respect, resilience and curiosity’ and set clear expectations of behaviour.</p>					
<p><b>PSHE</b> Life Education Van</p>	<p><b>PSHE</b> Rights and Respect. Understand that they can make a difference.</p>	<p><b>PSHE</b> Rights and Respect. How they can care for home, school and special people.</p>	<p><b>PSHE</b> Rights and Respect. Natural World.</p>	<p><b>PSHE</b> Rights and Respect. Similarities and differences.</p>	<p><b>PSHE</b> Rights and Respect. Building Relationships.</p>	
<p><b>Physical Development</b></p>	<p><b>Objectives:</b> Combine different movements with ease and fluency.</p>			<p><b>Vocabulary:</b> Walk, jog, run, reverse, crouch, land, balance, apparatus, travel, roll, tuck, crouch, opposite.</p>		
	<p>Develop gross motor skills in our twice-weekly PE sessions which an emphasis on fundamental movement skills: running, pushing, rolling, throwing, and climbing. Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the balancing bikes and scooters. Develop overall body-strength, balance, co-ordination, and agility.</p>					
<p><b>PE</b> Transport  To travel in a variety of ways.</p>	<p><b>PE</b> Transport  To show increasing control over an</p>	<p><b>PE</b> Transport  To perform a variety of gymnastic rolls.</p>	<p><b>PE</b> Transport  To over arm throw for distance.</p>	<p><b>PE</b> Transport  To climb play equipment.</p>	<p><b>PE</b> Transport  To revise fundamental</p>	

	To adjust speed and direction to avoid obstacles.	object by pushing it.				movement skills covered in the unit.
<b>Literacy</b>	<b>Word Reading Objectives:</b> <ul style="list-style-type: none"> <li>Blend phonemes orally within CVC words.</li> <li>Read words, sentences and decodable texts containing the graphemes: igh, oa, oo/oo, ar, or, ur, ow, oi, ear, air, ure, er, with two-syllable words.</li> <li>Recognise upper case letters of the alphabet alongside lower case to support decoding.</li> <li>Read words, sentences and decodable texts with the tricky words: are (Phase 3).</li> <li>Read words, sentences and decodable texts with the tricky words: like, said, when, have, one, come, do, so, were, some, there (Phase 4).</li> </ul>			<b>Vocabulary:</b> Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.		
	We follow Lancashire’s Red Rose Phonics programme. Phonics is taught during 5 x 25-minute sessions each week. Children will learn phase 3 GPCs, phase 4 tricky words and blend sounds together to make CVC, CVC and CVCC words. Children will continue to develop an interest in mark-making and writing. They will give meaning to marks and emergent writing. Continuous provision enhancements planned for each week on weekly plan.					
	<b>Phonics</b> Teach <b>igh oa</b>  Tricky words <b>are like</b> (phase 4)	<b>Phonics</b> Teach <b>oo/oo</b>  Tricky words <b>said when</b>	<b>Phonics</b> Teach <b>ar or</b>  Tricky words <b>have one</b>	<b>Phonics</b> Teach <b>consolidate</b>  Tricky words <b>Recap</b> (phase 4)	<b>Phonics</b> Teach <b>ur ow</b>  Tricky words <b>come do</b>	<b>Phonics</b> Teach <b>oi ear</b>  Tricky words <b>so were</b>
We follow Lancashire’s Red Rose Phonics programme. Phonics is taught during 5 x 25-minute sessions each week. Children will learn phase 3 GPCs and phase 4 tricky words. They will blend sounds together to make VC, CVC and CVCC words. Continuous provision writing enhancements planned for each week on weekly plan.						

<p><b>Literacy</b></p>	<p><b>Comprehension Objectives:</b></p> <ul style="list-style-type: none"> <li>• Respond to questions using who, what, where and when linked to texts and illustrations.</li> <li>• Respond to questions about how and why something is happening.</li> <li>• Identify and describe the main characters in stories.</li> <li>• Explore what a character might say and feel.</li> <li>• Identify and discuss the main events in stories, e.g. What did Burglar Bill take?</li> <li>• Use actions and pictures to orally retell stories in their own words.</li> <li>• Role play stories and events using simple props and recently introduced vocabulary.</li> <li>• Say how they feel about stories, songs, rhymes and non-fiction.</li> </ul>	<p><b>Vocabulary:</b> Listen, share, text, illustrations, front cover, title, labels, prediction, who, what, where, how, why, characters, beginning, middle, end, retell, labels, images, captions, contents page, index, beginning, end.</p>
<p>We have a weekly story and rhyme that relates to our theme. Continuous provision activities are planned relating to the theme. We have story time at the end of the day, with secondary texts that relate to our topic/theme. There is lots of opportunity for discussion about characters and feelings throughout the school day. Children access reading corners in the classroom, shared area and the outdoor reading shed.</p>		
	<p><b>Writing Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Emergent writing:</b></li> <li>• Build words using letter sounds in writing.</li> <li>• <b>Composition:</b></li> <li>• Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</li> <li>• <b>Spelling:</b></li> <li>• Spell to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes.</li> <li>• Spell some irregular common (tricky) words independently.</li> <li>• <b>Handwriting:</b></li> <li>• Hold a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</li> </ul>	<p><b>Vocabulary:</b> Red Rose letter sounds and ditties.</p>

We have a weekly writing task completed with an adult. There is a writing table in the continuous provision area. Writing enhancements are provided in provision areas.

<p><b>Maths</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Number sense:</b> Use structured number equipment to create a group of 10 plus another group. Recognise that when two ten frames are full this represents 20. Recognise the pattern of the ones digit when counting beyond 20. Number recognition Identify a given number from a selection within the range 0 to 15. Select the numeral to match amounts from 0 to 15 when randomly arranged. Find the numeral that comes before or after a given numeral up to 15.</li> <li>• <b>Number graphics:</b> Represent amounts in their own ways, explaining what they mean.</li> <li>• <b>Calculating:</b> Label the individual groups as parts. Label the combined group of objects as the whole. In practical situations, understand that when one part is removed from the whole it leaves another part. Recognise that one less is the next number in the counting sequence when counting back in ones. Recognise that two more is one more and another one more. Recognise that two fewer is one fewer and another one fewer. Add two single-digit numbers totalling up to 10, using practical equipment. Subtract a single-digit number from a number up to 10 using practical equipment.</li> <li>• Use practical equipment to identify the doubles of numbers to double 5.</li> </ul>	<p><b>Vocabulary:</b> Addition, subtraction, count, number, compare, equal to, more, greater, fewer, less, same, equal, most, fewest, part, whole, circle, triangle, square rectangle, oblong rectangle, sphere, cube, cuboid, straight, curved, sides, flat, solid, round, face, measure, distance, length, width, height, weight, mass, volume, capacity.</p>
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We follow Lancashire’s Red Rose Maths scheme. Maths is taught during 5 x 25-minute lessons per week. Continuous provision enhancements planned for each week on weekly plan.  
NCTEM daily 10-minute mastery practise.

<p><b>Red Rose Maths</b> Addition</p>	<p><b>Red Rose Maths</b> Subtraction</p>	<p><b>Red Rose Maths</b> Halving and Doubling</p>	<p><b>Red Rose Maths</b> Number Sense</p>	<p><b>Red Rose Maths</b> Addition and Subtraction</p>	<p><b>Red Rose Maths</b> Consolidation</p>
<p><b>Mastery Maths</b> Counting, ordinality and cardinality.</p>	<p><b>Mastery Maths</b> Comparison</p>	<p><b>Mastery Maths</b> Composition</p>	<p><b>Mastery Maths</b> Composition</p>	<p><b>Mastery Maths</b> Composition</p>	<p><b>Mastery Maths</b> Composition</p>

<b>Understanding the World</b>	<b>Objectives:</b> Understand that some places are special to members of their community.			<b>Vocabulary:</b> People who help us, community, job, profession, work, home world, seasons, Spring, Summer, Autumn, Winter, change, Easter, Jesus.		
	<b>History:</b> Teachers and Police – Justice/Equality. <b>Science:</b> Change in seasons (Spring). <b>Geography – Our Community.</b> <b>RE – Easter</b>					
	<b>Geography</b> Our Community	<b>History</b> Police	<b>Geography</b> Our Community	<b>History</b> Teachers	<b>Science</b> Changes in Seasons (Winter – Spring).	<b>RE</b> Easter
<b>Expressive Arts and Design</b>	<b>Objectives:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses.			<b>Vocabulary:</b> Artist, colour, draw, paint, music, beat, style, perform, sound, pulse, rhythm, shape, straight, curve.		
	<b>Art</b> Show different emotions in photographs, drawings and paintings. Show different emotions in their drawings. <i>Artist:</i> Hold Still project: National Portrait Gallery <b>Music</b> Charanga – Our World.					
	<b>Art</b> Police handprint painting.  <b>Music</b> Our World! Step 1	<b>Art</b> Police Car or Fire Engine paper plate activity.  <b>Music</b> Our World! Step 1	<b>Art</b> Creating a Doctor’s Bag.  <b>Music</b> Our World! Step 1	<b>Art</b> Mother’s Day Cards  <b>Music</b> Our World! Step 1	<b>Art</b> Hold Still Project  <b>Music</b> Our World! Step 1	<b>Art</b> Hold Still Project  <b>Music</b> Our World! Step 1