

EYFS Medium Term Plan 2025-26


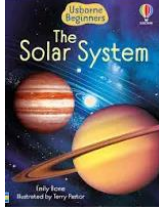
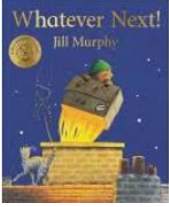


Spring 1 - Space

	Week 1 w/b 5.1.26	Week 2 w/b 12.1.26	Week 3 w/b 19.1.26	Week 4 w/b 26.1.26	Week 5 w/b 2.2.26	Week 6 w/b 9.2.26
Primary Texts	<p>The Dot</p> 	<p>Usborne Beginners – The Solar System</p> 	<p>Whatever Next</p> 	<p>The Way Back Home</p> 	<p>The Way Back Home</p> 	<p>Chinese New Year/Shrove Tuesday</p>
Secondary Texts	<p>How To Catch a Star Little People, Big Dreams – Mae Jamison Little People, Big Dreams – Neil Armstrong Postcards from Space Rocketmole Begu Look Up! You Choose in Space Tiny Little Rocket Mole' Star Astro Girl On the Moon</p>					
Nursery Rhymes	Incy Wincy Spider	If you Blast off into Space Today	5 Little Men in a Flying Saucer	Twinkle Twinkle Little Star	I'm a Little Alien	Months of the Year Song (The Singing Wallruss)
Themes/ Interests	Resilience	The Solar System	Astronauts	The Moon	Aliens	Chinese New Year/Shrove Tuesday
Communication & Language	<p>Objectives:</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep 					<p>Vocabulary: Listen, share, ideas, think, talk, quiet, loud, voice, words, and, because then, but.</p>

	familiarity with new knowledge and vocabulary.					
	<p>Activities</p> <ul style="list-style-type: none"> - Daily Storytime. Encourage children to join in with repeated refrains when reading key texts. - Introduce new weekly vocabulary and model. - Sing 'hello song' each morning. - Model talk routines throughout the day. - Daily snack and chat sessions. - Encourage children to respond to questions using full sentences, - Continue to model roleplay in the home corner and key vocabulary. - Encourage new vocabulary in the small world area. - Model various responses to the morning and afternoon registers including full sentences and sentences including connectives. 					
<p>Personal, Social & Emotional Development</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Manage their own needs. • Know and talk about the different factors that support their overall health and wellbeing 				<p>Vocabulary:</p> <p>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>PSHE What's safe to go onto my body?</p> <p>Name things that keep their bodies safe.</p>	<p>PSHE Keeping myself safe</p> <p>Make safe decisions about</p>	<p>PSHE Safe indoors and outdoors</p> <p>Name some hazards and ways to stay safe inside.</p>	<p>PSHE Listening to my feelings</p> <p>Name the adults who they can ask</p>	<p>PSHE Keeping safe online</p> <p>Share ideas about activities that are safe to do on electronic devices.</p>	<p>PSHE People who help to keep me safe</p> <p>Name the people in their lives who help to keep them safe.</p>	

	<p>Name things that keep their bodies clean and protected.</p> <p>Think about how to recognise things that might not be safe.</p>	<p>items they don't recognise.</p> <p>Talk about what our bodies need to stay well.</p> <p>Name the safe ways to store medicine and who can give it to children (adults).</p>	<p>Name some hazards and ways to stay safe outside.</p> <p>Show how to care for the safety of others.</p>	<p>for help from, and will keep them safe.</p> <p>Recognise the feelings they have when they are unsafe.</p> <p>Talk about keeping themselves safe, safe touches and consent.</p>	<p>What to do and who to talk to if they feel unsafe online.</p>	<p>Name people in their community who help to keep them safe.</p> <p>Talk about ways to keep themselves safe in their environment.</p>
<p>Physical Development</p>	<p>Dance Unit Objectives:</p> <p>Physical:</p> <ul style="list-style-type: none"> • Develop coordination and control in actions, movement dynamics, spatial awareness, and balance. • Perform jumps safely and effectively. <p>Social:</p> <ul style="list-style-type: none"> • Demonstrate safe practices while working with others. • Show respect and collaborate effectively in group settings. <p>Emotional:</p> <ul style="list-style-type: none"> • Build independence and self-confidence in tasks and activities. • Respond positively to feedback and use it for improvement. <p>Thinking/Cognitive:</p> <ul style="list-style-type: none"> • Select and apply appropriate actions in various situations. • Engage in creative problem-solving and exploration. • Recall and use previously learned skills and knowledge. 					<p>Vocabulary:</p> <p>Arms, legs, head, shoulders, knees, toes, hands, feet, jump, hop, stretch, turn, up, down, sideways, fast, slow, high, low, copy, repeat, link, perform, move</p>
	<p>Develop dance skills in our weekly PE sessions which an emphasis on developing coordination and control in actions, movement dynamics, spatial awareness and balance.</p> <p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the balancing bikes and scooters.</p>					

	PE To explore different body parts and how they move. Daily Wake and Shake	PE To explore different body parts and how they move and remember and repeat actions. Daily Wake and Shake	PE To express and communicate ideas through movement exploring directions and levels. Daily Wake and Shake	PE To create movements and adapt and perform simple dance patterns Daily Wake and Shake	PE To copy and repeat actions showing confidence and imagination. Daily Wake and Shake	PE To move with control and coordination, linking, copying and repeating actions. Daily Wake and Shake
Literacy	Word Reading Objectives: <ul style="list-style-type: none"> Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: j, v, w, x, y, z, zz, qu, ch, sh, th/th, ng, ai, ee. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: he, she, we, be, me, was, my, you, they, her, all. 					Vocabulary: 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 and tricky words and blend sounds together to make vc and cvc 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.					
	Phonics Teach j v w Tricky words: he she	Phonics Teach x y z/zz Tricky words: we be me	Phonics Teach qu ch sh Tricky words: was my	Phonics Teach th/th ng Tricky words: you they	Phonics Consolidate qu ch sh th/th ng Recap tricky words: he she we be me you they	Phonics Teach ai ee Tricky Words: her all
	Comprehension Objectives: Listen to and discuss stories or information that has been read to them. Recite simple rhymes and songs. Understand and discuss the difference between text and illustrations.					Vocabulary: Listen, share, text, illustrations, front cover, title, labels, prediction, who, what, where, how, why,

	<p>Knows that in English print is read from left to right and top to bottom and that print conveys meaning. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them. Look closely and discuss the illustrations to develop understanding of the story. Activate prior knowledge, e.g. What do you know about the queen? Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. Respond to questions using who, what and where linked to texts and illustrations. Respond to questions about how and why something is happening. Identify and describe the main characters in stories. Explore what a character might say or feel. Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories in their own words. Role play stories using simple props and recently introduced vocabulary. Say how they feel about stories, songs and rhymes.</p>	<p>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. Lots of discussions about characters and feelings. Children access reading corners in the classroom, shared area and the outdoor reading shed.</p>					
					
<p>Incy Wincy Spider</p>	<p>If you Blast off into Space Today</p>	<p>5 Little Men in a Flying Saucer</p>	<p>Twinkle Twinkle Little Star</p>	<p>I'm a Little Alien</p>	<p>Months of the Year Song (The Singing Wallruss)</p>
<p>Writing Objectives:</p> <ul style="list-style-type: none"> Emergent writing: Use appropriate letters for initial sounds. 				<p>Vocabulary: Phonic sounds and ditties</p>	

	<ul style="list-style-type: none"> • Composition: Orally compose a sentence and hold it in memory before attempting to write it. • Spelling: Spell to write VC and CVC words independently using Phase 2 and Phase 3 graphemes. • Handwriting: Show a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. 	
	<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>	
	Writing	
Maths	<p>Objectives:</p> <p>Rote counting: Rote count from 1 to a given number up to 20. Join in with rote counting up to 20 from a number other than 1.</p> <p>Counting objects: Count out a given amount from a greater set. Count up to 20 pictures, sounds or actions, keeping track of each as they are counted. Understand and use conservation of number. Compare two sets of different objects saying which set is more, greater, fewer, less, same equal. Understand that ordering can go from most to fewest or from fewest to most.</p> <p>Number sense: 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.</p> <p>Number graphics: Represent amounts in their own ways, explaining what they mean. Calculating: 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.</p> <p>Fractions: Recognise, by counting, whether an amount has been shared equally or not. Understand that doubling is adding the same number to itself. In real life contexts, use practical equipment to identify the doubles of numbers to double 5.</p> <p>Shape: Create and describe pictures using 2-D shapes. Identify common 2-D shapes (circle, triangle, square rectangle, oblong rectangle). Identify common 3-D shapes (sphere, cube, cuboid). Talk about shapes using mathematical language (straight, curved, sides, flat, solid, round, side, face).</p> <p>Space: Continue a repeating pattern including ABBABB and ABBCABBC.</p> <p>Measurement – Distance: Understand that measures of distance can have different names including length, width, height. Understand and use language to compare the length/width/height of two objects.</p>	<p>Vocabulary:</p> <p>Count, number, compare, 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>

	<p>Measurement – Weight: Understand the measurement of weight/mass. Understand and use language to compare the weight/mass of two objects.</p> <p>Measurement – Volume/Capacity: Understand the measurement of volume/capacity. Understand and use language to compare two of the same container holding different amounts.</p> <p>Measurement – Time: Name the days of the week (not necessarily in order).</p>					
<p>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.</p>						
<p>Red Rose Maths Partitioning</p>	<p>Red Rose Maths Counting and Comparing</p>	<p>Red Rose Maths Sorting and Patterning</p>	<p>Red Rose Maths Addition and Subtraction</p>	<p>Red Rose Maths Addition and Subtraction</p>	<p>Red Rose Maths Consolidation week</p>	
<p>Understanding the World</p>	<p>Objectives:</p> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 					<p>Vocabulary: Year, Chinese New Year, lantern, celebrate, moon, planet, Earth, space, world, home, community, area, place, village, solar system</p>
<p>Science - Space Geography - Recognise some environments that are different to the one in which they live. History – RE – Islam – Which stories and books are special for different people and why? Computing - See below</p>						
	<p>Computing – Puppet Pals</p>	<p>Order of the planets. Computing – Puppet Pals</p>	<p>Neil Armstrong Computing – Now Press Play</p>	<p>Earth and the moon Computing – Indi Robot</p>	<p>Our planet Computing – Indi Robot</p>	<p>Chinese New Year Computing – NOS: Online Reputation</p>
<p>Expressive Arts and Design</p>	<p>Objectives: Main Focus: Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Artist: Peter Thorpe Project Outcome: To create a rocket space scene inspired by the rocket paintings of Peter Thorpe.</p>					<p>Vocabulary: Artist, colour, draw, paint, music, beat, style, perform, sound, pulse, rhythm, shape, straight, curve.</p>

	Music Everyone! Step 1 Art Artwork related to 'The Dot'	Music Everyone! – Step 2 Art Painting planets	Music Everyone! Step 3 Art Junk modelled space rockets	Music Everyone! Step 4 Art Peter Thorpe inspired space artwork	Music Everyone! Step 5 Art Peter Thorpe continued	Music Everyone! Step 6 Art Chinese lanterns