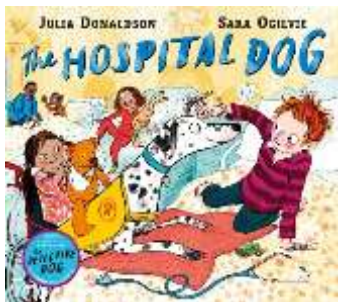
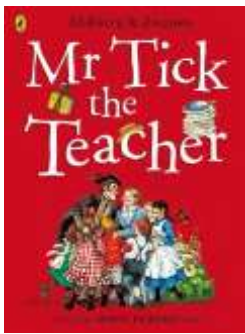


EYFS Medium Term Plan 2025-26

Spring 2 / People Who Help Us!

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

	<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. • 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: 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 Rights and Respect. Understand that they can make a difference.</p>	<p>PSHE Rights and Respect. How they can care for home, school and special people.</p>	<p>PSHE Rights and Respect. Natural World.</p>	<p>PSHE Rights and Respect. Similarities and differences.</p>	<p>PSHE Rights and Respect. Building Relationships.</p>
<p>Physical Development</p>	<p>Objectives:</p> <p>Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick, balance.</p> <p>Social: work safely, collaboration, co-operation, support others.</p> <p>Emotional: perseverance, independence, honesty.</p> <p>Thinking: use tactics, comprehension.</p>			<p>Vocabulary: kick, move, run, pass, football, ball, catch, stop, roll, throw.</p>	
<p>Develop gross motor skills in our twice-weekly PE sessions which an emphasis on fundamental movement skills: running, pushing, rolling, kicking, throwing, and climbing.</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> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					

	<p>PE Ball Skills</p> <p>Theme: Beetles To develop rolling a ball to a target.</p>	<p>PE Ball Skills</p> <p>Theme: Busy Bees To develop stopping a rolling ball.</p>	<p>PE Ball Skills</p> <p>Theme: Ladybirds and Butterflies To develop accuracy when throwing to a target.</p>	<p>PE Ball Skills</p> <p>Theme: Grasshoppers To develop bouncing and catching a ball.</p>	<p>PE Ball Skills</p> <p>Theme: Spiders To develop kicking a ball.</p>	
Literacy	<p>Word Reading Objectives:</p> <ul style="list-style-type: none"> Blend phonemes orally within CVC words. 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. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: are (Phase 3). Read words, sentences and decodable texts with the tricky words: like, said, when, have, one, come, do, so, were, some, there (Phase 4). 			<p>Vocabulary: Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.</p>		
	<p>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.</p>					
	<p>Phonics Teach igh oa</p> <p>Tricky words are like (phase 4)</p>	<p>Phonics Teach oo/oo</p> <p>Tricky words said when</p>	<p>Phonics Teach ar or</p> <p>Tricky words have one</p>	<p>Phonics Teach ur ow</p> <p>Tricky words come do</p>	<p>Phonics Teach oi ear</p> <p>Tricky words so were</p>	
	<p>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>					

<p>Literacy</p>	<p>Comprehension Objectives:</p> <ul style="list-style-type: none"> • Respond to questions using who, what, where and when 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 and feel. • Identify and discuss the main events in stories, e.g. What did Burglar Bill take? • Use actions and pictures to orally retell stories in their own words. • Role play stories and events using simple props and recently introduced vocabulary. • Say how they feel about stories, songs, rhymes and non-fiction. 	<p>Vocabulary: 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>Writing Objectives:</p> <ul style="list-style-type: none"> • Emergent writing: • Build words using letter sounds in writing. • Composition: • Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. • Spelling: • Spell to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. • Spell some irregular common (tricky) words independently. • Handwriting: • Hold a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders 	<p>Vocabulary: 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.				
Maths	Objectives: <ul style="list-style-type: none"> • Shape: Recognise and name a circle. Identify a circle from a wider selection of shapes Recognise and name triangle. Identify a triangle from a wider selection of shapes. Sort shapes and know that shapes can appear in different ways and be different sizes. • Addition and Subtraction: Find one more than a given number within 10. Use a part-whole model to combine two groups of objects (total within 10). Understand addition is when parts are combined and they make the whole. Identify and name the combined group of objects as the whole and represent using objects and numerals. • Multiplication and Division: Understand that doubling is adding two groups of the same size together Use practical equipment to identify the doubles of numbers up to 5 Begin to recall some double facts to double 5. • Space: Begin to describe position using the terms top, middle, bottom. Begin to describe position using the terms on top of, underneath, above, below. Begin to describe position using the terms in front of, behind, next to. Begin to describe movement using the terms forwards, backwards and sideways. Begin to describe movement using the terms along, over, under and through. 		Vocabulary: Inside, outside, top, middle, bottom, on top of, under(neath), above, below, in front of, behind, next to, between, forwards, backwards, sideways, up, down, turn, along, over, under, through, first, last, second, third, fourth, fifth.		
	We follow Lancashire’s Red Rose Mastery Maths scheme. Maths is taught during 5 x 25-minute lessons per week. Continuous provision enhancements planned for each week on weekly plan.				
	Red Rose Mastery Maths Shape	Red Rose Mastery Maths Addition and Subtraction	Red Rose Mastery Maths Addition and Subtraction	Red Rose Mastery Maths Multiplication & Division	Red Rose Mastery Maths Space
Understanding the World	Objectives: RE: Understand that some places are special to members of their community.		Vocabulary: People who help us, community, job, profession, work, home world, seasons, Spring, Summer, Autumn, Winter, change, Easter, Jesus.		

	<p>History: Talk about people who help us today. Learn how jobs in the local community have changed over time. Compare the emergency services past and present. Explore old and modern uniforms, vehicles and tools.</p> <p>Geography: Learn about local services – police, fire service, local doctors, arrange visits. Map simple journeys home to school and home to local shop.</p> <p>Science: Explore how things work Talk about what they notice Describe what they see, hear and feel whilst exploring Understand that some tools and machines help us</p> <p>Computing: NOS – Online Relationships EYFS. Now Press Play -Spring.</p>				
<p>History: Teachers and Police – Justice/Equality. Science: Change in seasons (Spring). How different machines work. Geography – Our Community. RE – Why are some stories special? What special messages can we learn from stories?</p>					
	<p>Geography NPP – Topic Hook. Can you name all the people who help us?</p>	<p>History The role of the Police Officer in the past and present.</p>	<p>Geography Hospital dog link - Reading a simple map.</p>	<p>Science Machinery – How do machines help us? How do they work?</p>	<p>Geography How to plan a journey. RE Easter</p>
<p>Expressive Arts and Design</p>	<p>Objectives: 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.</p>			<p>Vocabulary: Artist, colour, draw, paint, music, beat, style, perform, sound, pulse, rhythm, shape, straight, curve.</p>	
<p>Art Show different emotions in photographs, drawings and paintings. Show different emotions in their drawings. <i>Artist:</i> Hold Still project: National Portrait Gallery</p>					

Music Charanga – Our World.				
Art Police handprint painting. Music Our World! Step 1	Art Police Car or Fire Engine paper plate activity. Music Our World! Step 2	Art Creating a Doctor’s Bag. Music Our World! Step 3	Art Mother’s Day Cards Hold Still Project Music Our World! Step 4	Art Hold Still Project Music Our World! Step 5