

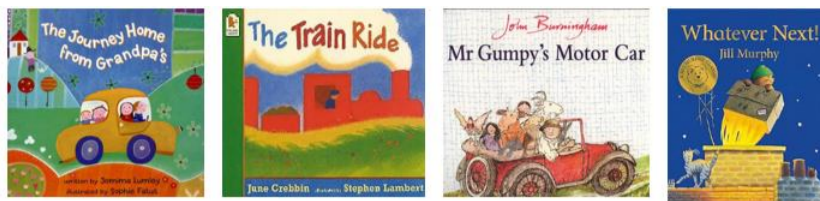
# Whaley Thorns Primary School

## EYFS Medium Term Planning Spring 2024

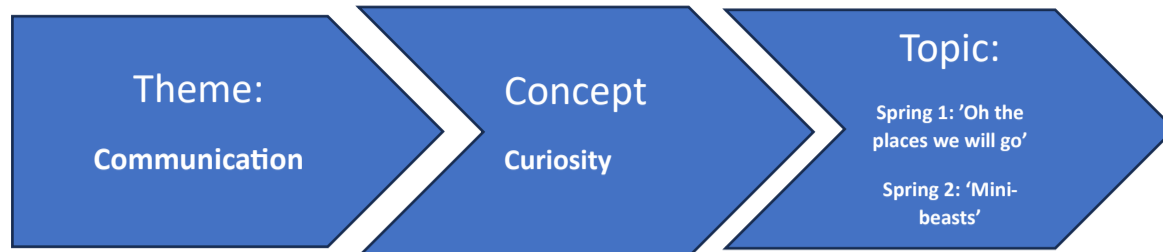
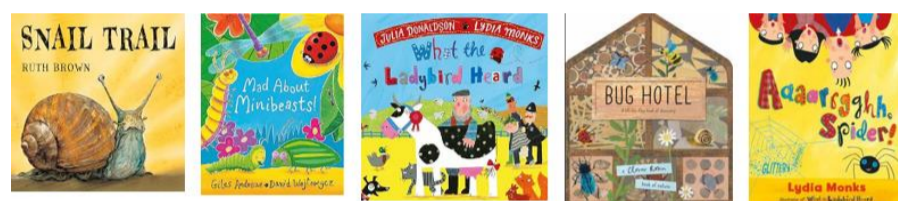


### Our Reading Curriculum

#### Spring 1:



#### Spring 2:



### Communication & Language

#### F1

Spring 1: Children will begin to listen to stories with increased attention and recall and join in with repeated refrains, anticipating key events in rhymes and stories. They will start showing an understanding of prepositional language. As children become confident communicators they will still make errors in language and will also absorb and use language in their community and culture.

Spring 2: Children will respond to instructions. Be able to retell past events in order. Uses talk to explain what is happening and predict what might happen next. Use language to pretend an object is something else (loose parts play).

#### F2

Spring 1: Children will begin to understand a range of complex sentence structures: negatives, plurals and tense markers. Links statements and sticks to a main theme or intention.

Spring 2: Children will be beginning to understand humour. Listens and responds to others in discussion. Uses talk to clarify thinking. Introduces a storyline in their play.

#### Key Vocabulary

Vocabulary will develop through a love for reading. In Spring 1 this will be related to travel, transport and Journeys. In Spring 2 this will be related to animal lifecycles and habitats.

#### Questions for learning

Spring 1: Where shall we go today? How will we get there? What will we travel in? What will hear on our way? Who will we see on our way? What shall we do when we get there?

Spring 2: Where do animals live? What makes a good habitat? How does a caterpillar turn into a butterfly?

### Mathematics

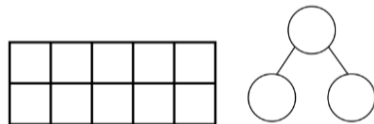
#### F1

Spring 1: Children will be comparing groups of objects up to 5. Subitising objects to 3. Using and showing an understanding of positional and direction language. Respond to common shape names. Create their own spatial patterns. Recall a sequence of events.

Spring 2: Children will begin to learn that numbers are made up of smaller numbers. Use number knowledge to solve practical problems. Uses shapes to create new shapes. Show an understanding of longer/shorter and heavier/lighter.

#### F2 – following PowerMaths

Spring 1 and 2: Children will be matching and comparing numbers to 10. Through learning number bonds to 10 children will then be making simple subtraction and addition sums. Measure: length, width and height. Pattern exploration (ABAB, AABAAB, ABCABC).



F2 Children will become more confident in using a 10 frame and a part whole model to solve simple addition and subtraction sums.

### Personal, Social and Emotional Development

This term we welcome new F1 friends to our classroom. Both F1 and F2 pupils will be encouraged to be role models to these pupils, showing care and understanding to our new pupils, showing them where things are, inviting them to play and how to behave in the classroom.

#### Respecting ourselves and others:

F2 Children will explain the reasons for rules, know right from wrong and try to behave accordingly. Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

#### Money and work:

F2 Children will begin to learn the value of money and work in careers week.

**Growth Mindset:** through everyday teaching children will be encouraged to use their growth mindset showing determination, independence and resilience. "I can't do it yet" rather than "I can't do it", "I will train my brain" and "I will not give up".



### Expressive Arts & Design –

**Art (Kapow)** – Children will continue developing their drawing techniques, making marvelous marks landscapes. Developing an understanding of collage, children will create landscape collages inspired by the work of Megan Coyle

**Music** – Following the Charanga program, children will be learning and performing action songs during music lessons. Musical instruments will be accessible in the provision for children to continue performing the action songs and nursery rhymes in their play.

#### Spring 2:

**DT** – As part of the Easter enterprise, F1 and F2 children will be baking using local produce and selling the goods at the Easter Eggstravaganza.

Children will always have access to art tools and resources in the creative area of the provision, this area will have guided activities but also allow for child led creation too. Imaginative play will also be permanently accessible in the construction, role play and small world area with both loose parts play and guided activities.

### Literacy and Phonics

F1 phonics will continue with foundation to phonics. Focussing on identifying initial sounds of words and objects and distinguishing different sounds. F1 will develop the skills and aspects that will help with early phonics knowledge. F2 will continue following the 'Little Wandle Letters and sounds' learning the phonemes, linking each letter sound to its grapheme and using the phonemic knowledge to read decodable words and write letters and CVC words in their work.

Phase 2 and 3 graphemes	Tricky words
Spring 1: sh th ng nk, s/z, assessment week, ai ee igh oa, oo oo ar or, ur ow oi ear. Spring 2: air er double letters, longer words, assessment week, review.	she he of, we me be, was you they, into my by all, are sure pure

**F1** Spring 1: Children will begin to be aware of the way stories are structured, talk about events, main characters and can suggest how the story may end. Know that print carries meaning and that we read from left to right, top to bottom. Makes up stories in response to experiences. Ascribes meaning to signs, symbols and words they see and use in their environment.

Spring 2: Children will recognise familiar words and signs such as their name and attempt to write it. Know information can be relayed through signs and symbols. Show interest in the letters on a keyboard. Begin to identify initial letters in familiar words.

**F2** Spring 1: Children's language is influenced by reading experiences. They will be able to describe main story settings, events and characters in detail and re-enact stories heard in their play.

Spring 2: Children will begin to recognise names of friends and family in the written form.

### Understanding the World -FS2

#### Developing Experts – Seasonal changes Spring – Space – Food - Lifecycles

Spring 1: children will learn about the weather and what it is like in the spring and summer in the UK. They will look at how nature reacts to these seasons. Linked text- The little seed, That's not a daffodil, poetry basket Spring.

Spring 1: children will find out a little more about how Space travel is conducted by learning about rockets! Linked text: Whatever Next

Spring 2: children will begin to think about where the food they eat comes from, as well as what forms a healthy diet.

Spring 2: as children learn about the lifecycle of animals, we will raise butterflies and observe the changes as an egg becomes a butterfly. Linked Text- Lifecycle's – Frog, Butterfly, poetry basket Spring.

#### Religious Education

Spring 1: Which places are special and why? What would we find in a church?

Spring 2: Which places are special and why? 'The Easter Story'

#### Geography

Spring 1: What is a map?

Spring 2: Does everyone live in a house like mine?

#### History

Spring 1: How has transport changed over the years?

Spring 2: Has anyone ever owned a pet dinosaur?

### Physical Development

**Both F1 and F2 have morning jobs that involve fine motor, letter writing or large movement activities. Making marks is also rich within the environment.**

**F1 Fine Motor/Funky Fingers activities:** threading, cutting, using tools safely, holding a pencil, dough disco. In the water tray children will hold jugs and pour from one container to another. Turn taking to share equipment.

**Gross motor activities:** balancing and shifting weight to improve stability. Negotiating space successfully. Using bikes and scooters, climbing in a variety of ways. Using bikes and scooters to a controlled stop.

#### F2 Fine motor control activities

**Gross motor activities:** Balance control (Yoga and gymnastics) Changes in movement, direction and stopping. Developing large movements, following instructions and taking turns. Teamwork and games. Running and jumping.

Fine motor activities are always accessible in the provision it is important that children are encouraged to engage in these in order to help strengthen the muscles for their pencil grip.

