



Doing all the good we can

EYFS Reception Medium Term Planning Year A Spring

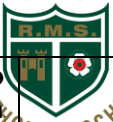
A r e a o f L e a r n i n g	8.1.24	15.1.24	22.1.24	29.1.24	5.2.24		19.2.24	26.2.24	4.3.24	11.3.24	18.3.24
	The Natural World (Science)	Technology and E Safety (Computing) And K&U of the W cont.	Past and Present (History)	Being Imaginative and Expressive (Music)	Creating With Materials (Art)		Creating With Materials (D&T)	British Science Week Time	People, Culture and Communities (RE)		
	K + U S t i c	<ul style="list-style-type: none"> Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees Observe growth & decay over time Begin to understand the need to respect & care for the natural environment & all living things 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve 	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences 	<ul style="list-style-type: none"> Remember & sing familiar songs e.g. pop songs, rhymes Taps out simple 		<ul style="list-style-type: none"> Create closed shapes with continuous lines, & begin to use these shapes to represent objects Begin to use a variety of drawing tools Draw with increasing complexity & detail, such as representing a 	<ul style="list-style-type: none"> Develop own ideas & decide which materials to use to express them 	Time is key to so many discoveries in science, technology, engineering and maths. Evolution looks at how plants and animals changed over a long period of time, the	Salvation Which places are special	



Key Knowledge

<p>Think about what they see, using a wide vocabulary</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a butterfly • Observe animals closely through a variety of means e.g. magnifiers & photographs • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the effects of physical activity on body • Understand the key features of the life cycle of an animal 	<p>effects such as sound, movements or new images</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscren devices such as mobile phones and tablets • Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support • Know how to handle equipment safely • Begin to know that they 	<ul style="list-style-type: none"> • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor • Preserve memories of special events e.g. make a book, video, photos • Share stories about people from the past who have an influence on the present • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because 	<p>repeated rhythms</p> <ul style="list-style-type: none"> • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments with increasing control to express their feelings & ideas • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously 	<p>face with a circle & including details</p> <ul style="list-style-type: none"> • Show different emotions in their drawings • Explore colour & colour mixing • Explore different materials freely, in order to develop ideas about how to use them & what to make • Join different materials & explore different textures • Handling, feeling, enjoying and manipulating materials • Use variety of construction materials • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them • Notice what other children & adults do, mirroring what is observed • Practise artist's techniques • Discuss likes & dislikes about artwork 	<ul style="list-style-type: none"> • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or create imaginary ones to support play • Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously 	<p>Earth's movements show us why we have seasons and different time zones.</p> <p>Lifecycles are all about how organisms grow and die during their time on our planet. The average human lifespan is almost 73 years.</p> <p>The passing of time prompted the invention of ways to mark it, from the sundial, to the pendulum clock to digital clocks. Time is also vital in engineering; complicated machines have moving parts that all need work in time with each other for the machine to work smoothly.</p>	<p>I and why?</p>
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		shouldn't use devices without supervision	<ul style="list-style-type: none"> • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts & feelings • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know 		<ul style="list-style-type: none"> • Develop new skills & techniques • Use tools for a purpose • Talk about the differences between materials & changes they notice • Make healthy choices 	
S e a s o n s a n d C e l e b r a t i	Chinese New Year		Rosa Parks Day	LGBT+ History Month Shrove Tuesday Ash Wednesday Valentines	Holi	Mother's Day Ramadan	Easter



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How do we stay safe and healthy?
My Marvellous Mind

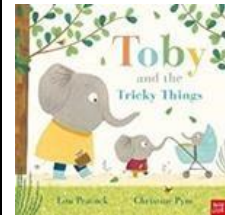
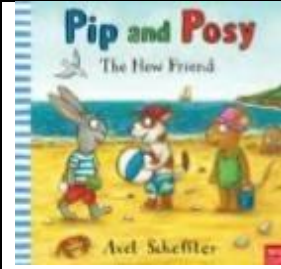
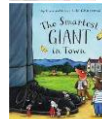
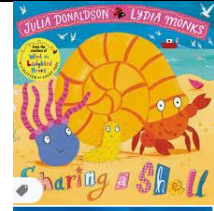
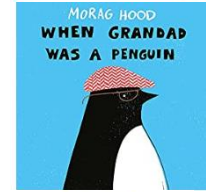
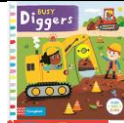
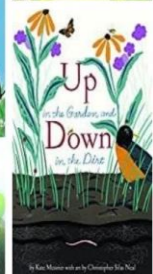
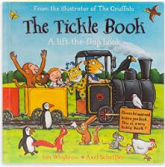
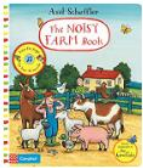
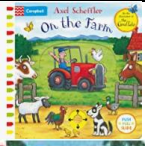
How I feel
Changing Me

Perseverance

Justice



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Dictated Texts





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- Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus
- Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)

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- Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)

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<p>S p e a k i n g</p>	
<p>P , S a n d E D S e l f R e g u l a t i o n</p>	<ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
<p>P , S a n d E D M a n a</p>	<ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts



<p>g i n g S e lf</p>	<p>to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</p>	<p>two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</p>
<p>P , S a n d E D B u i l d i n g R e l a t i o n s h i p s</p>	<ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest 	<ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest
<p>P D G r o</p>	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary 	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk,



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ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers

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run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers



<p>L W o r d R e a d i n g</p>	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
<p>L W r i t i n g</p>	<ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
<p>M N U m b e r M N U m b e r P a t t e r n s</p>	<p>Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>Counting • Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group</p> <p>Beginning to notice numerals (number symbols)</p> <p>Beginning to count on their fingers.</p> <p>Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces</p> <ul style="list-style-type: none"> • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away <p>Shape • Chooses puzzle pieces and tries to fit them in</p> <ul style="list-style-type: none"> • Recognises that two objects have the same shape • Makes simple constructions <p>Pattern • Joins in and anticipates repeated sound and action patterns</p> <ul style="list-style-type: none"> • Is interested in what happens next using the pattern of everyday routines <p>Measures • Explores differences in size, length, weight and capacity</p> <ul style="list-style-type: none"> • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time



<p>U t h e W P a s t a n d P r e s e n t</p>									
<p>U t h e W P e o p l e , C U l t u r e a n d</p>	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others 								



C o m m u n i t i e s									
U t h e W T h e N a t u r a l W o r l d							<ul style="list-style-type: none">• Notices detailed features of objects in their environment• Can talk about some of the things they have observed such as plants, animals, natural and found objects• Enjoys		



							<p>playing with small world reconstructions , building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p>		
<p>E A & D C r e a t i n g w i t h M a t e</p>						<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a 		<ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, 	



ri a ls					variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas		fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas	
E A & D B e i n g I m a g i n a				<ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping 				



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				explore , underst and and represe nt their world – their ideas, interest s and fascina tions • Begins to make believe by preten ding using sounds, move ments, words, objects Beginni ng to describ e sounds and				
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				music imaginatively, e.g. scary music • Creates rhythmic sounds and movements				
T e c h n o l o g y		<ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. 						



turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate “low technology” such as washing and cleaning • Uses pipes, funnels and other tools to carry/transport



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