



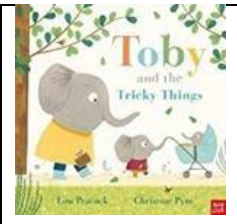
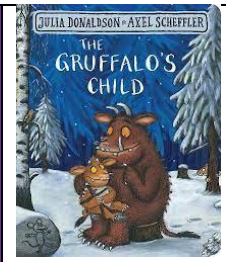
Doing all the good we can

EYFS Reception Medium Term Planning Year B Spring

Area of Learning	2.1.23	9.1.23	16.1.23	23.1.23	30.1.23	6.2.23	20.2.23	27.2.23	6.3.23	13.3.23	20.3.23	27.3.23
Block Focus	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)		British Science Week - Connections	Creating With Materials (D&T)		People, Culture and Communities (RE)
K+U Sticky Knowledge	<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 Talk about what they see, using a wide vocabulary Understand the key features of the life cycle of a butterfly Observe animals closely through a 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Shows an interest in technological toys with 	<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 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 	<ul style="list-style-type: none"> Remember & sing familiar songs e.g. pop songs, rhymes Taps out simple repeated rhythms Creates sounds to accompany stories Sing the melodic shape (moving melody, such as up & down, down & up) 	<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 face with a circle & including details 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 	<ul style="list-style-type: none"> Notices detailed features of objects in their environment - keeping our environment clean and tidy - Human impact on animals/environment. 	<ul style="list-style-type: none"> Develop own ideas & decide which materials to use to express them 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 Develop new skills & techniques Use tools for a purpose 	<ul style="list-style-type: none"> Salvation Which places are special and why? 				

<p>variety of means e.g. magnifiers & photographs</p> <ul style="list-style-type: none"> • 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>knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <ul style="list-style-type: none"> • 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 shouldn't use devices without 	<ul style="list-style-type: none"> • 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 • Understand and use vocabulary such as: I can see, I saw, same, different, change, what 	<p>of familiar songs</p> <ul style="list-style-type: none"> • 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 • Respond to what they have heard, expressing their thoughts & feelings • Develop an understanding of how to create & use sounds 	<ul style="list-style-type: none"> • 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"> • Talk about the differences between materials & changes they notice • Make healthy choices 	
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		supervision	happened? Why? because	intentionally • Create own songs, or improvise a song around one they know						
Seasons and Celebration Stimulus			Chinese New Year	Shrove Tuesday Ash Wednesday	Valentines		St David's Day	Purim	Holi Mother's Day	Ramadan Easter
PSHE	How do we stay safe and healthy? My Marvellous Mind					How I feel Changing Me				
Christian Values	Perseverance					Justice				
Predicted Texts										



C & L
 Listening,
 Attention
 and
 Understandi
 ng

- 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)

C&L
 Speaking

- 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)

P,S and E D
 Self
 Regulation

- 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

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> 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 and E D Managing Self</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 <ul style="list-style-type: none"> • 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 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 	<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 <ul style="list-style-type: none"> • 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 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,S and E D Building Relationships</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>PD Gross Motor Skills</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 ball with either foot, throws a ball with increasing force and accuracy and starts to catch a 	<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 ball with either foot, throws a ball with increasing force and accuracy and starts to catch a
<p>PD Fine Motor Skills</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 ball with either foot, throws a ball with increasing force and accuracy and starts to catch a 	<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 ball with either foot, throws a ball with increasing force and accuracy and starts to catch a

	<p>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>	<p>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>
<p>L Comprehension</p>		
<p>L Word Reading</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 	<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 Writing</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. 	<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 Number</p>	<p>Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.</p> <p>Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • 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> <p>Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions</p> <p>Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines</p> <p>Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</p>	<p>Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.</p> <p>Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • 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> <p>Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions</p> <p>Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines</p> <p>Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</p>
<p>M Number Patterns</p>		



U the W Past and Present								
U the W People, Culture and Communitie s	<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 							
U the W						<ul style="list-style-type: none"> • Notices 		



The Natural World

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 playing with small world reconstructions, building on first-hand experiences, e.g. visiting



						farms, garage s, train tracks, walking by river or lake		
E A & D Creating with Materials						<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 variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas 	<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, 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	
EA & D Being Imaginative and Expressive				<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 				



				<p>instrum ents sound and experi ments with ways of playing them, e.g. loud/q uiet, fast/slo w</p> <ul style="list-style-type: none">• Uses everyd ay materia ls to explore <p>, underst and and represe nt their world – their ideas, interest s and fascina</p>				
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				<p>tions • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements</p>				
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Technology

- 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 water from one place



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