

## EYFS Medium Term Plan – Winter (including Winter Festivals)

### Spring Term 1



This term we will be exploring the season of winter and looking to see what signs of winter we can see in our environment. We will also enjoy learning about festivals which happen during winter and how they are celebrated.

Hands on learning opportunities –

- Winter Walk in the local area
- Getting ready for Chinese New Year

	Objectives to be delivered	Key knowledge & skills including vocabulary
PSED	<p>Think about the perspectives of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Know which are healthy and unhealthy foods and the dangers of too much unhealthy foods</p>	<p>The children will continue to develop the relationships they have formed during the autumn term and will begin to learn to see things from other people's perspective and how it can feel when somebody can do something that you can't. We will describe the feelings associated with this e.g., <b>jealousy</b></p> <p>The children will recognise that they have their own unique talents which makes them special.</p> <p>Vocab – <b>unique, talent, special, help</b></p>
CL	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Develop social phrases</p> <p>Engage in non-fiction books</p> <p>Understand 'why' questions</p> <p>Begin to listen to longer stories that last more than one session</p>	<p>The children will develop the confidence to share their ideas in well-formed sentences and share their own ideas and experiences during group discussions. They will continue to build up their social phrases and will learn simple phrases in Chinese.</p> <p>The children will use <b>non-fiction</b> books as well as the <b>internet</b> as a way to find out information about winter, animals and Chinese New Year.</p> <p>New Vocabulary – <b>icicles, winter, snowflakes, frost, iceberg, igloo, glacier, Inuit, robin, arctic hare, arctic fox, walrus, snowy owl, husky, penguin, seal, sledge, skis, sled, snowmobile China, dragon, emperor, money wallet, lantern, chopsticks, Chinese zodiac</b></p>
PD	<p>Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, sensible amounts of 'screen time'. having a good sleep routine)</p> <p>Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>The children will develop ball skills including <b>throwing, catching, kicking, passing, batting</b> and <b>aiming</b></p> <p>They will also explore large body movements as well as developing the fundamental skills of <b>climbing, skipping, hopping, jumping</b></p>

Literacy	<p>Read some letter groups (digraphs) that each represent one sound and say sounds for them</p> <p>Read common exception words from Phase 3</p> <p>Read simple phrases and sentences using phase 3 sounds and common exception words taught</p> <p>Be aware there are different types of books for different purposes</p> <p>Begin to write short sentences (with support) using known letter-sound correspondences.</p> <p>Begin to hold their own sentence and write it</p>		<p>During phonic sessions the children will learn to recognise the following phase 3 graphemes - ai ee igh oa oo <b>oo</b> ar or ur ow oi ear air er and begin to blend and segment longer words with two or more digraphs, words ending in –ing, compound words They will also learn to read the following phase 3 tricky words – was, you, they, my, by, all, are, sure, pure</p> <p>Vocab – <b>Phoneme, grapheme, digraph, trigraph, front cover, title, blurb, blend, segment, word, full stop, finger space, capital letter, sentence</b></p> <p>The children will use their knowledge of <b>digraphs</b> and <b>trigraphs</b> to make phonetically plausible attempts when writing a thank you <b>letter, captions</b> about winter, <b>Fact files</b> about winter animals, Chinese New Year <b>cards</b></p>
Maths	<p>In Reception, we follow White Rose planning. As well as whole class, adult directed tasks we provide opportunities to consolidate what they have learnt through our provision.</p> <p>Phase - Alive in 5! – Introducing zero</p> <ul style="list-style-type: none"> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Compare Mass (2)</li> <li>Compare Capacity (2)</li> </ul>	<p>Phase – Growing 6, 7, 8</p> <ul style="list-style-type: none"> <li>Growing 6, 7, 8</li> <li>Combining 2 amounts</li> <li>Making Pairs</li> <li>Length &amp; Height</li> <li>Time</li> </ul>	<p>Count objects, actions and sounds</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the ‘one more/one less than’ relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose/decompose shapes so that children recognise a shape can have other shapes <i>within</i> it</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>
EAD	<p>Explore and engage in music making and dance performing a solo for others to watch</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>		<p>The children will use construction sets and junk modelling to create dragons, animal masks, lanterns and props which we can use during our retelling of ‘we’re going on a (animal) hunt.</p> <p>The children will also enjoy singing and performing a range of winter songs, using instruments to add sound effects where appropriate</p> <p>The children will listen to the winter part of Vivaldi’s ‘Four Seasons’ and will talk about the music and relate it to things they see in winter. They will also enjoy creating dragon dances.</p>
UTW	<p>Draw information from a simple map (Bear Hunt)</p> <p>Investigate and create simple maps of their local area</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Look at difference countries in the world and talk about the differences seen in photos/books</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Experience and start to understand celebrations from different communities within our country</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Talk about seasonal changes</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>		<p>The children will celebrate Chinese New Year and will look at the similarities/differences with some of our festivals.</p> <p>The children will begin to learn about different environments and some of the key features which can be found there - <b>icicles, winter, snowflakes, frost, iceberg, igloo, glacier</b>. We will compare where we live to colder places and look for features that are similar/different</p> <p>We will enjoy looking at maps of our local environment and will create our own – <b>map, local area,</b></p>

# EYFS Medium Term Plan – Winter Celebrations

## Spring Term 1



### Personal, Social, Emotional Development

- Talk about the past year and experiences, what was your favourite thing that happened? Was there anything sad that happened last year? What did you learn last year? What do you want to learn? How can you do that? Look back at the year in Reception so far
- Talk about hopes for the new year. Choose a goal that they would like to achieve and write it on a wishing star
- Discuss that not everyone likes fireworks because of the loud noises they make. How do you think they feel? (scared). Ask chn to share what they are scared of.

### Physical Development

- Children to create firework shapes using ribbons
- Children to use scissors to cut a star shape
- Jump/hop on bubble wrap to create firework noises while waving ribbons/tinsel/sparkly cheerleader pom poms.
- Create firework playdoh using black colouring and glitter/sequins for children to make patterns and shapes with.

### Communication and Language

- Learn some new year's songs such as Auld Lang Syne.
- Talk about how New Year's Eve/day was spent? What did you do? Did you stay up late? Did you spend it with family? Where did you go? Did you have/go to a party?
- New Year's Party in the home corner

### Week 1



### Understanding the World

- Look at how New Year is celebrated (Past and Present). In the past people would clean their chimneys on New Year's Day. They thought that starting a new year with a clean chimney would bring them good luck for a whole year. They also gave branches of mistletoe to people for charms
- Explore how other countries and cultures celebrate new year, do they celebrate it at the same time as us?
- Think about new beginnings and new starts. Start to look at life cycles and the differences between babies and young children, what can you do now that you couldn't as a baby? Chn to bring in baby photos from home. Create a display in the home corner.

### Events & Educational Visits:

Watch Big Ben celebrations

### Literacy

- Children to write a thank you letter to Father Christmas
- After discussing New Year wishes – ask the children to write about what their wish for the New Year is.
- Add diaries to the writing area for children to write in.

### Mathematics

- After listening to Big Ben countdown to New Year – children to join in with counting back from 10-0
- Look at a clock (what can they see) – point out clock face and hands. Talk about the difference in the size of hands (big/little). Explain that the big hand points to the minutes and the little hand points to the hour.
- Set up different types of clocks/timers for the children to explore. Talk about daily routine and order the different things that they do. Talk about some activities happening at simple times such as 12 o'clock is lunch time.
- Look at the digits in the new year

### Expressive Arts and Design

- Children to paint a picture of their favourite Christmas present
- New Year Wishing Wand
- Children to recreate firework pictures – in paint/2Paint (ICT)
- Children to listen to the song 'Auld Lang Syne' – join hands and join in with the actions.

# EYFS Medium Term Plan – Winter

## Spring Term 1



### Personal, Social, Emotional Development

- Look at snowflakes and talk about how every snowflake is different and unique. Encourage the children to talk about what makes them unique and special e.g., a special talent.
- Talk about the change in seasons, how do we know that it is winter? What happens in winter? How do we feel in winter? Do we like it? Why? How can we stay safe in winter?
- What things can you do in winter that you can't do in other seasons?

### Understanding the World

- Discuss what the weather is like in winter
- Place a large block of ice in a container or large activity tray for children to observe as it melts through the day. Encourage the children to describe what is happening.
- Take the children on a winter walk to look for signs of winter. Encourage the children to take photographs and use these to make a 'Signs of Winter' floor book.
- On a crisp winter's day, take the children outside to explore winter with their senses, what can they see, hear, smell and touch in the winter? Explore questions, such as 'Can you see your breath?' or 'How does your body tell you that it's cold?'
- Look at a selection of clothes – ask the children to sort them depending on whether we wear them when it is hot or cold.
- Provide picture of colder climates. Ask open questions... compare our lives to theirs, look at houses, clothing, food etc.
- Provide various tools to break different sized ice cubes.

### Communication and Language

- Show a winter scene – encourage children to talk about what they can see. Children to share their own experiences of winter.
- Begin to create a list of winter words.
- Discover objects frozen in ice in a tuff tray. Look at how it melts.
- Talk about dark nights – create some dark space for children to play in.

### Week 2 - 3 Signs of Winter



### Physical Development

- Build igloos using sugar cubes
- Recreate the story of Jack Frost. How would Jack Frost move? Can the children freeze in interesting shapes as if they have been frozen by Jack Frost?
- Children to practising writing letter families in snow dough/flour
- Ball throwing skills – throwing snowballs into the snowman's mouth.
- Children to make their own paper streamer using blue and white strips. They can then use the wintry streamers to make their own dances or performances.
- Make pom-pom snowballs! Show children how to weave white wool around a template to make a snowball.

### Literacy

- Retell the story of Jack Frost
- Write a caption to go with a photo from our winter walk.
- Mark making in different snowy materials such as real snow, artificial snow, polystyrene balls, salt, sugar, flour, shaving foam.
- Ice writing – freeze paint and water in ice cube trays and use to write words

### Mathematics

- Explore capacity by making hot chocolate in the mud kitchen. Encourage the language of full, empty, half full, more and less.
- Decorate some empty plastic bottles to look like snowmen and penguins. Encourage the children to play 'Snowy Skittles' and count how many skittles they can knock down

### Expressive Arts and Design

- Create ice sculptures
- Paint outside in the rain with powder paint - watch what happens.
- Talk about the different sounds that we can hear in winter, such as crunching snow, the wind or water dripping as snow melts. Encourage the children to explore a selection of musical instruments to create different sounds of winter.
- Listen to Vivaldi's Four Seasons (winter)
- Encourage children to create icy paintings as they explore colour mixing. Provide the children with dark blue and white paints and mixing palettes.

### Events & Educational Visits:

Winter Walk

# EYFS Medium Term Plan – Winter

## Spring Term 1



### Personal, Social, Emotional Development

- Recap ways we keep warm in winter – clothes/eating/moving around/warm drinks. Ask the children if they know how animals keep warm in winter. Carry out experiments to investigate how animals keep warm
- Read 'When will it be spring?' – discuss how the children think the bear is feeling.
- Discuss hibernation – would you like to sleep through the winter?

### Communication and Language

- Small world play with arctic animals
- Role Play area – Ice Cave – using white sheets/boxes/make icicles and snowflakes with children/soft toy and small world arctic animals/glitter/arctic animal masks

### Literacy

- Enjoy listening to a range of winter animal stories e.g., 'Henry's Holiday', 'Ridiculous'
- Children to write down facts about how animals keep warm

### Understanding the World

- Talk about how wildlife can sometimes find it difficult to find food in the winter. Work with the children to make Winter Bird Feeders that can be hung in the outside area.
- Look at animals who hibernate in winter. Fill a large activity tray with dry leaves and twigs and encourage the children to build a hibernation home for a soft toy hedgehog, mouse or tortoise
- Collect animals (toys) hiding outside. Name each animal and explain that some of these animals like to live in hot places while others prefer cold. Have 2 hoops and ask the children to help sort the animals. As they choose an animal e.g., elephant – explain that they like to live in hot places like Africa and Asia. Show where these places are on the globe.
- Discuss 'where have some of the birds gone?' Migrate
- Carry out the following science experiments:
  - Hibernating bears
  - How do polar animals stay warm in icy water?

## Week 4 Animals in Winter



### Expressive Arts and Design

- Children to make animal masks
- Observe animals that visit our outdoor area in the winter – children to draw them
- Create homes in the junk modelling for hibernating animals

### Mathematics

- Keep a tally of how many birds visit the outdoor area
- Create a pictogram to show the animals we see
- Weigh ingredients needed when making bird feeders

### Physical Development

- Freeze blocks of ice with polar region small world toys inside. Encourage the children to use a variety of tools to try to free the animals from the ice. You may like to provide spoons, playdough tools and water spray bottles.
- Children to build a cave for a bear to hibernate
- Children to move like different wintry animals

### Events & Educational Visits:

Husky dog visit (Andrea)/Visit from Emma's tortoise

# EYFS Medium Term Plan – Winter Festival – Chinese New Year

## Spring Term 1



### Personal, Social, Emotional Development

- Discuss the characters in the Chinese New Year story. Talk about the way some characters helped each other. How can we help others? Remind children of the Little Red Hen.
- Discuss how they feel the cat felt when they arrived last and found that it was too late to have a year in the calendar.
- Talk about how each animal had something they were good at. Encourage the children to see themselves as valuable individuals by talking about what they are good at.
- Read 'Cleversticks', celebrating different talents. Talk about children's own talents.
- Ask what does the colour red mean to you?

### Physical Development

- Challenge the children to work together to find different ways to cross the river
- Perform a dragon dance
- Use scissors to make paper lanterns to decorate the classroom
- Provide chopsticks and a variety of small objects for the children to pick up and sort.
- Provide black paint and paintbrushes, encourage children to explore writing Chinese symbols.
- Organise races for the children based on the story of Chinese New Year

### Communication and Language

- Show the children Chinese New photos and encourage them to talk about and describe the photos.
- Explore social phrases and introduce how to say 'Happy New Year'
- Set up a small world version of the 'Chinese New Year' story – encourage the children to retell it in their own words.
- Provide instruments as well as a dragon mask – encourage children to talk about how to organise and create a dragon dance.
- Enjoy tasting Chinese food – encourage children to describe what it tastes like.
- Decorate the home corner for Chinese New Year celebrations

## Week 5 – Chinese New Year



### Understanding the World

- Locate China on a map. Look at what the environment is like and what animals and landmarks are in China
- Talk about how life is similar and how it is different
- Support children to recognise special times for others. Encourage children to learn about the festival and how it is celebrated.
- Children to explore floating and sinking by making a raft to carry some small world animals from the Chinese New Year Story across the river.
- If possible, invite a Chinese speaker to come in in the traditional dress to talk about Chinese New Year.

### Literacy

- Children to make Chinese New Year cards
- Provide pictures from the Chinese New Year story. Encourage children to label the animals.
- Explore Chinese writing/symbols – translate all children's names onto little cards, encourage children to have a go at copying them.

### Mathematics

- Act out the Chinese New Year story. Each time another animal reaches the other side of the river, talk about and calculate one more/one less on each side of the river.
- Talk about measuring time and events. Use the Chinese zodiac poster to work out the animals for the current year and then discuss which animal it will be next year. Children to look and see which animal they are.
- Ordinal numbers – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc.
- Select, rotate and manipulate shapes to create Chinese Tangram Puzzles

### Expressive Arts and Design

- Watch Dragon and Lion dances. Encourage children to talk about the dances, expressing their own opinions.
- Create their own Chinese dragon dances. Encourage children to explore music making to accompany their dance
- Sing Chinese New Year songs
- Create animal masks
- Make lanterns and decorate with gold.
- Discuss the colours which are important in Chinese New Year (Red and Gold)

### Events & Educational Visits:

Taste Chinese food

Watch <https://www.bbc.co.uk/cbeebies/watch/chinese-new-year>  
<https://www.bbc.co.uk/cbeebies/watch/lets-go-club-chinese-lion-dance?collection=chinese-lunar-new-year>





### Communication and Language

- Create our version of 'We're Going on a Bear Hunt'. Encourage the children to act out the story with you.
- Set up a small world to encourage the children to act out the story independently.
- Encourage children to join in with repeated refrains

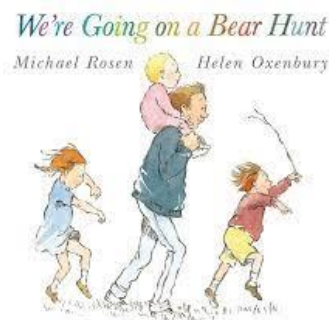
### Physical Development

- Set up gym equipment and use to go under and over, through etc.
- Practise moving like (chosen animal)
- Make a picnic lunch for our (animal) hunt

### Personal, Social, Emotional Development

- Would you be scared to go on a (animal) hunt?
- Look at the difference between a bear and a (animal), which would you rather hunt for?
- What would you take on a (animal) hunt, encourage the children to discuss why they would take those items

### Week 6 – Our Winter Story based on:



### Understanding the World

- Look at what the landscape is like in cold places. Discuss with the children what they think they will see
- Create a map to show the places we are going to come across in our hunt e.g., frozen pond, mountain, iceberg,
- As a class make a list of all the animals who like to live in cold places
- Research online about our chosen animal

### Literacy

- Read 'We're going on a Bear Hunt'. Use this to create our own version using an animal who likes the cold e.g., penguin, snowy owl, penguin, polar bear etc.
- Produce a story a map to help retell the story – label features e.g., frozen pond, iceberg, snow storm
- Ask children to write a list of the things they would take with them

### Mathematics

- Use a tally system to vote for the snowy animal for our story. Model how we record this.
- Use prepositional language e.g., over, under, through, around

### Expressive Arts and Design

- Make binoculars to help when looking for our snowy animal
- Use instruments to add sound effects to our story 'we're going on a \_\_\_\_\_ hunt'
- Make props which we can use when we act out our story
- Create dens
- Create caves in the junk modelling.
- Sing our own version of 'we're going on a bear hunt'

### Events & Educational Visits:

Children to carry out animal hunt

## EYFS Medium Term Plan – Spring (Growing and Planting)/Easter

### Spring Term 2



This term we will be exploring the season of spring, we will be looking to see what signs of spring we can see in our environment as well as what might be happening down on the farm. We will also enjoy reading about a little boy who is given some rather unusual beans! We will end the term by thinking about Easter including why we celebrate it as well as joining in with traditional celebrations.

Hands on learning opportunities –

- Spring Walk in the local area
- Planting our own ‘magic beans’ and learning how to look after them
- Traditional Easter celebrations

	Objectives to be delivered	Key knowledge & skills including vocabulary
PSED	Think about the perspectives of others Identify and moderate their own feelings socially and emotionally Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Know which are healthy and unhealthy foods and the dangers of too much unhealthy foods	Children will learn about a variety of feelings – <b>happy, sad, angry, excited, scared</b> and will talk about times when they have felt these different emotions. They will also learn how they can identify how others are feeling and what they can do to help.
CL	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Describe events in some detail Develop social phrases Engage in non-fiction books Understand ‘why’ questions Begin to listen to longer stories that last more than one session Complete instructions that include first, after, last	The children will develop the confidence to share their ideas in well-formed sentences and share their own ideas during group discussions.  The children will use <b>non-fiction</b> books as a way to find out information about spring and planting. Including how to use the <b>contents page</b>  New Vocabulary – <b>buds, blossom, bulbs, shoots, root, shoot, stem, leaf, petal</b> and <b>seedling</b> .
PD	Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, sensible amounts of ‘screen time’. having a good sleep routine) Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Continue to develop the fundamental skills of – running, skipping, hopping, jumping, climbing Cut along straight lines, zig zags and curves with greater accuracy.	Children will learn how sleep is important for all of us to keep us <b>healthy</b> .  The children will further develop ball skills including <b>throwing, catching, kicking, passing, batting</b> and <b>aiming</b>  They will also explore large body movements as well as developing the fundamental skills of <b>climbing, skipping, hopping, jumping</b>



Literacy	<p>Read some letter groups (digraphs and trigraphs) that each represent one sound</p> <p>Read simple phrases/sentences using phase 3 sounds &amp; common exception words</p> <p>Be aware there are different types of books for different purposes</p> <p>Have a love of reading and want to continue</p> <p>Name some of their favourite stories and share them.</p> <p>Begin to write short sentences (with support) using known letter-sound correspondences.</p> <p>Begin to hold their own sentence and write it</p>	<p>The children will use their knowledge of <b><i>digraphs</i></b> and <b><i>trigraphs</i></b> to make phonetically plausible attempts when writing</p> <ul style="list-style-type: none"> <li>• Shopping <b><i>lists</i></b>,</li> <li>• Sorry <b><i>letter</i></b> in role as Jack for the giant</li> <li>• ‘Planting a bean’ <b><i>instructions</i></b> – <b><i>first, then, after, last, finally</i></b></li> </ul> <p><b><i>Sentence, capital letter, finger space, full stop, word</i></b></p> <p><b><i>Front cover, Blurb, Title</i></b></p>
Maths	<p>In Reception, we follow White Rose planning. As well as whole class, adult directed tasks we provide opportunities to consolidate what they have learnt through our provision.</p> <p>Phase – Building 9 &amp; 10</p> <ul style="list-style-type: none"> <li>• Counting to 9 &amp; 10</li> <li>• Comparing numbers to 10</li> <li>• Bonds to 10</li> <li>• 3D shapes</li> <li>• Spatial Awareness</li> <li>• Patterns</li> </ul>	<p>Count objects, actions and sounds</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the ‘one more/one less than’ relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose/decompose shapes so that children recognise a shape can have other shapes <i>within</i> it</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>
EAD	<p>Explore and engage in music making and dance performing a solo for others to watch</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>The children will use construction sets and junk modelling to build beanstalks and castles.</p> <p>They will listen to a <b><i>harp</i></b> (a <b><i>stringed instrument</i></b>) and learn that the <b><i>sound</i></b> is produced by <b><i>plucking</i></b> the strings. They will then make their own harp.</p> <p>The children will use drums to keep a <b><i>steady beat</i></b> to represent Jack and the giant’s footsteps. The children will change the <b><i>speed(fast/slow)</i></b> and the <b><i>volume(loud/quiet)</i></b> of the <b><i>beat</i></b> as they switch between the two characters.</p> <p>The children will listen to the spring part of Vivaldi’s ‘Four Seasons’ and will talk about the music and relate it to things they see in spring. They will then move to the music.</p>
UTW	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant</p> <p>Start to be aware of how things grow and different parts of the plant.</p> <p>Understand the need to respect and care for the natural environment and all living things</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Talk about seasonal changes within the school and local environment – leaves on the trees</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Draw information from a simple map</p>	<p>The children will celebrate Pancake Day, Easter and Mother’s Day. They will learn about how they are celebrated around the world. During World Book Day the children will learn that the <b><i>Bible</i></b> is a special book for <b><i>Christians</i></b> and that a <b><i>Christian</i></b> is someone who believes in <b><i>Jesus Christ</i></b></p> <p>Children will Learn about the <b><i>life cycle</i></b> of a bean and talk about the changes that happen. They will make observations and use new vocabulary to name parts of the plant (See CLL)</p> <p>Children will imagine they are the giant looking down from their cloud (<b><i>aerial view</i></b>) of the school setting. They will talk about what they notice and the <b><i>features</i></b> they recognise.</p> <p>The children will match the animal with their baby, as well as learning baby animals names such as <b><i>piglet, foal, calf, kid, gosling, duckling, chick, lamb</i></b></p>

# EYFS Medium Term Plan – Pancake Day/World Book Day

## Spring Term 2



### Personal, Social, Emotional Development

- Discuss the different characters in the story of 'Mr Wolf's Pancakes'. Why might the other characters be cross with the wolf? How might the wolf feel?
- Based on the story, talk about sharing and helping others. Encourage the children to share, take turns and be kind and helpful. Praise and reward helpful and kind behaviour.

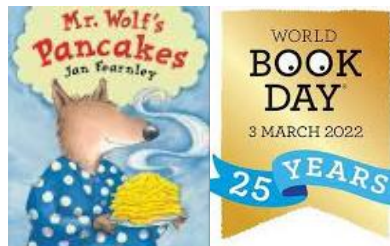
### Communication and Language

- Encourage children to retell and talk about the story 'Mr Wolf's pancakes'
- Talk about the different characters in Mr Wolf's pancakes – do children recognise which stories/rhymes they are from?
- Encourage the children to describe the pancakes during making and tasting activities.
- Look at the children's favourite stories – children to talk about why they like the story they have sent in.

### Literacy

- Talk about shopping lists like the one Mr Wolf writes. Have shopping list templates in the home corner and encourage children to write their own shopping lists
- Writing about favourite book – e.g., why they like it.

## Week 1



### Physical Development

- Children to make pancakes
- Talk about eating a balanced diet and how they could choose healthy fruit toppings for their pancakes.
- Encourage the children to explore how to shape, mould and flatten the dough to make pancakes – which tools work best? How could they flatten the dough with their hands? Provide plastic frying pans for children to use to practise flipping the pancake
- Have some pancake races! Challenge the children to flip a pancake in a pan whilst completing a short race!
- Encourage children to try tossing a pancake (beanbags) in a pan

Tuesday/Thursday – Street Dance sessions

### Mathematics

- Whilst making pancakes, encourage children to help measure and weigh the ingredients.
- Vote for story of the day – ask questions e.g., which book has won? How do we know?
- Looking at the children's books and see if they can be sorted e.g., books about animals, books with a superhero etc.

### Understanding the World

- What is pancake day and why do we celebrate it?
- Look at how people from around the world celebrate pancake day
- After talking about children's favourite stories – introduce the bible and explain it is a special book for Christians. Read special stories from the bible.

### Expressive Arts and Design

- Set up a role-play mud kitchen area for the children to make role-play pancakes and other concoctions using natural materials.
- Chn to create masks or accessories for the character they are dressed as

### Events & Educational Visits:

1<sup>st</sup> March – Pancake Day  
3<sup>rd</sup> March – World Book Day

## EYFS Medium Term Plan – Growing & Planting

### Spring Term 2



#### Personal, Social, Emotional Development

- Explore the giant's emotion of anger. Reflect on own experiences and how we can calm ourselves down. What advice can they give the giant?
- Provide the children with a mirror and some images of the giant, Jack and Jack's mum. Display emotion words that reflect the emotions of these characters in the story, such as 'angry', 'scared', 'brave' and 'happy'. Can the children show these emotions with their faces?
- Explain to the children that the giant really is friendly, he just doesn't know how to make friends. What advice can they give the giant about being a good friend?

#### Understanding the World

- Children to grow their own beanstalk and watch how their seed changes. Encourage children to take care of the beans that have been planted by watering them daily and ensuring they are in the sun.
- Learn about the life cycle of a bean and talk about the changes that happen throughout the cycle. Encourage the children to make observations and use new vocabulary to name parts of the plant.
- Provide the children with small labels so that they can write and attach labels to each plant, with vocabulary such as leaf, stem, bean, flower.
- Make a map together that shows all of the main places in the story. Can the children draw Jack's house, the market, where he planted the beanstalk and the giant's castle? Once drawn, use the map to describe Jack's journey.
- Ask the children to imagine that the giant's castle was in a cloud above school. If the giant looked down from his cloud, what would he see? Look at aerial views of the school setting. Encourage children to talk about what they notice and features they recognise.

#### Communication and Language

- While reading the story, encourage the children to use talk to solve problems that Jack may find himself in. For example, 'What should Jack do? How can he escape the giant?', 'What should Jack do when he reaches the bottom of the beanstalk?'
- Add Jack and the Beanstalk Small World Characters to the building blocks for children to retell the story. Encourage children to use language and phrases from the story, such as 'fee, fi, fo, fum'.
- Look at non-fiction texts and information about growing a beanstalk. Explain new vocabulary, such as root, shoot and seedling.
- Circle time game – pass a magic bean around the circle. Can they say what they would like to find at the top of a beanstalk?

### Weeks 2 and 3 Jack and the Beanstalk



#### Physical Development

- Bean game - Move in different ways to represent the different types of beans.
- Children to make large giant strides and small tiptoe movements like Jack. Ask the children to be Jack, sneaking through the castle. When you shout 'Fee, fi, fo, fum!', can the children freeze?
- Encourage the children to move their bodies to represent a growing bean, from curling up in a small ball like a magic bean to standing tall on their tiptoes like a beanstalk.
- Using large equipment encourage the children to imagine they are climbing a large beanstalk.
- Cut some beanstalk leaves from green felt. Children to create a running stitch on the leaf. (Look at the lines on real leaves as inspirations for their sewing).

#### Literacy

- Talk about how Jack is feeling sorry for stealing from the giant. Ask the children if they can help Jack to write a letter to the giant to say sorry.
- Encourage children to write 'If I had a magic bean, I would wish for...'
- Create a Jack and the Beanstalk Story Map for children to use to retell the story. Label places.
- Keep a bean diary

#### Mathematics

- Have a variety of dried beans of different colours, patterns and sizes. Children to sort the beans, encourage them to describe the beans. Ask questions, such as 'What colour is it?', 'What sort of pattern does it have on it?', 'Which bean is the biggest/smallest?'
- Children to build tall beanstalks using foam bricks. How tall can they make the beanstalk without it falling?
- Compare heights of different beanstalks.

Draw a large giant's footprint on the ground. Encourage the children to draw around their own foot in chalk and compare the size to the giant's footprint and their friend's footprint. Can the children find objects longer and shorter?

- Provide a range of 2D shapes for children to create castles with. Can they tell you the shapes used to make their castle?

#### Expressive Arts and Design

- Use junk-modelling materials or construction toys to build beanstalks and castles.
- Listen to some harp music. Children to use boxes and elastic bands to create a harp that makes sounds when plucked.
- Using drums, keep a steady beat to represent Jack and the giant's footsteps. Can the children change the speed/volume of the beat as they switch between Jack and the giant?

#### Events & Educational Visits:

Visit Hall – Chn to use climbing apparatus  
17<sup>th</sup> – Red Nose Day

# EYFS Medium Term Plan – Growing & Planting

## Spring Term 2



### Personal, Social, Emotional Development

- Talk about how spring is a sign of nature waking up after a long winter's sleep. Talk about how sleep is important for all of us
- Talk about our own bedtime routines.
- Ask children to work together to build a nest for a chick. This could be from collected twigs, straw or freshly cut grass.
- Talk about the changes that happen from winter to spring and discuss how the children have changed since they started school. What can they do now that they couldn't do in September? Have they grown? How else have they changed? Encourage children to talk positively about their own progress and achievements.

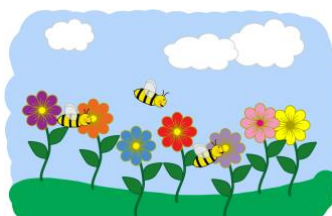
### Expressive Arts and Design

- Listen to the first movement of 'Spring' from the 'Four Seasons' by Antonio Vivaldi, which starts with birdsong and ends with a sudden spring storm. Ask the children to listen for the birds singing at the beginning, followed by the drumming of the rain. Encourage them to listen attentively and talk about music, expressing their feelings and responses.
- Provide a range of instruments and ask the children to think about how they could use these to recreate different types of spring weather, such as a windy day, a rainstorm or thunder. Encourage each child to choose an instrument and a type of weather and to perform for the others. They could then put their performances together to make a musical composition, which they could then perform for the other children.
- Explore rainbows with the children. Talk about how they are formed, when we see them and the different colours in a rainbow. Provide collage materials, such as fabric, paper, buttons and foil, and support the children to make their own rainbow collage
- Make flowers for their mums.

### Communication and Language

- Take the children outside and listen for sounds of spring. Can they hear birds singing and other sounds of nature waking up?
- Play a recording of other spring sounds, such as lambs bleating or frogs croaking can they correctly guess what it is.
- Encourage new vocabulary by going on a spring walk and looking for changes in plants and trees. Introduce vocabulary, such as 'buds', 'blossom', 'bulbs' and 'shoots'.
- Set up a Flower Shop Role-Play Area with the children. Tell them you are going to be their first customer and model the use of social phrases that may be used by customers and shop staff.

## Week 4 + 5 – Spring



### Understanding the World

- Explore spring festivals and celebrations, such as Holi, Mother's Day
- Explore the natural world and look for signs of spring
- Talk about new life in spring and match animals and their babies.
- Encourage children to explore how they have grown and changed since babies. Can they compare photographs of themselves now and as a baby and discuss the changes they can see?
- Invite children to use magnifying glasses to look more closely at the plants and flowers they find
- Explore the life cycle of a frog/chick with the children. Bring some frogspawn/eggs into the setting for the children to observe and care for. Discuss the different stages that the children may see.
- On a windy day, provide streamers, ribbons or bubble mixture and wands and encourage children to explore the forces and their effect.

### Literacy

- Children to make a Mother's Day card – 'I love my mum because she....'
- After the spring walk share pictures and ask children to write a short caption, phrase or sentence about the pictures.
- After spring walk, encourage children to draw a simple map of the walk and add some of the things they saw – they can then label them.

### Mathematics

- Create a Five Little Speckled Frogs scene. The children can explore composition of the number five.
- Provide plant pots, soil and artificial flowers on stalks. Children can add flowers to two pots and make comparisons using the vocabulary of 'more', 'fewer' and 'same'.
- Fill a selection of plastic eggs with different materials such as sand, beads, feathers and other loose parts. Fit the halves together and invite the children to explore the different weights of the eggs. Can they compare the eggs? Which is heaviest? Which is lightest?

### Physical Development

- Use gardening tools effectively to plant their own seeds/bulbs. Discuss the importance of safety when using the tools.
- Draw a sketch of a flower taking care and observing details
- Provide a Tree Silhouette Template and invite the children to add blossom to the tree using pastel-coloured paint and cotton buds or fingerprints.

### Events & Educational Visits:

Spring Walk  
Mother's Day Event  
Chicks/Frogspawn

# EYFS Medium Term Plan – Easter

## Spring Term 2



### Communication and Language

- Tell the children the Easter story and once they are familiar with it, invite children to retell it
- Show the children some Easter Display Photos. Encourage them to talk about and describe the photos showing how the festival is celebrated. Introduce and explore new vocabulary.
- Hide some objects inside plastic Easter eggs. Encourage children to explore the eggs and describe what they think might be inside using a variety of vocabulary.
- Cut some egg shapes out of colourful wrapping paper. Hide them around the outside area for children to find. Invite children to describe the eggs they find using a wide range of vocabulary. Where are the eggs? How are they similar? How are they different?

### Physical Development

- Children to explore wax-resist painting techniques to decorate some Easter Egg shapes. Encourage children to draw some lines, shapes and patterns using a white wax crayon and then paint over the top using watery paint to decorate the eggs
- Encourage children to carefully cut along zig zag lines to 'crack' open the eggs.
- Provide hard-boiled or plastic eggs and set the children a challenge – can they help the Easter Bunny to carry the eggs around an obstacle course without any of the eggs breaking?
- Set up different obstacle course races outside e.g., Egg and Spoon races, bunny hop races etc.
- Make Easter nest cakes. Link to healthy eating, what does it mean to be healthy? What foods are/aren't healthy?

### Personal, Social, Emotional Development

- Invite children to share any family Easter traditions they may have. What do they do to celebrate Easter? What is special about their family traditions?
- Encourage children to make and give Easter cards to their friends and family.
- Talk about the Easter story and that it is Christian tradition. Talk about how Jesus was selfless, what does that mean? How can we be selfless? How can we help others?
- Discuss new life. What is new life? Discuss different life cycles. Think about our own life cycle. What were we like before? What could/couldn't we do as babies? What can/can't we do now?

## Week 6 – Easter



### Literacy

- Have an Easter egg hunt! Hide some Easter eggs around the outside area for the children to find. Encourage them to read the clues to find the eggs.
- Read the children a simple version of the Easter Story. Once children are familiar with the story, encourage them to talk about and sequence Easter Story Sequencing Cards.
- Make an Easter Card

### Mathematics

- Create a ten-frame using an egg box. Place plastic eggs of two different colours into the box to explore number bonds to ten. As a group, move the eggs around to find different ways of making ten.
- Invite children to select and rotate the shapes to develop their spatial reasoning skills. Can they create the Easter Bunny pictures?

### Understanding the World

- Encourage children to talk about Easter and how the festival is celebrated
- Explore changing states of matter by heating some chocolate to mix with cereal to make Easter nest cakes. Encourage children to talk about what they notice as the chocolate is heated and then cooled.
- Look at the life cycle of a chick

### Events & Educational Visits:

Easter Bonnet Parade

Watch <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter>  
<https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-easter>

### Expressive Arts and Design

- Children to produce an Easter Chick Card – Invite children to fill outlines of chicks with crumpled paper. They could add details, such as googly eyes, paper beaks and paper wings.
- Sing a selection of Easter songs. Children could add instruments and actions as they sing.
- Provide some empty cardboard boxes and plastic containers, then encourage the children to build and decorate their own Easter baskets. They could also be challenged to construct a container to safely house a chocolate egg to stop it from getting broken!