

EYFS Medium Term Overview: Spring 2

<p><b>Overarching theme</b>  <b>Growing</b>                  Where does our food come from?                  What do plants need to grow?                  Reduce, reuse and recycle</p>	<p><b>Core Texts</b>                  Eggs and Chicks                  Handa's Hen                  Jack and the Beanstalk                  The Very First Easter                  A Seed in Need                  Eddie's Garden and How to Make Things Grow                  Sam Plants a Sunflower                  Oliver's Vegetables                  Life cycle: Seed to Flower</p>	<p><b>Special things happening this half term</b>                  Living eggs                  Allotment visit                  Weather forecast videos                  Mother's Day                  Food tasting – different cultures                  World Book Day                  Egg rolling/decorating/Easter bonnets                  Now Press Play: Spring, Jack and the Beanstalk</p>
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	Communication & Language	PSED	Physical Development	Literacy	Mathematics	Understanding the world	Expressive Arts & Design
<p><b>Possible activities &amp; experiences</b></p>	<ul style="list-style-type: none"> <li>Introduce cress seeds during group time. Create an instruction booklet to look after and care for the seeds. Seed in need – display – what do plants need to thrive.</li> <li>Seed exploration – what kind of seeds do we have, what will come from the seeds?</li> <li>Create a planting project book, how did we plant the seeds? Can they remember what the plants need? Encourage them to organise pictures – first we did this then we did this, and mark make their thoughts in the book.</li> <li>Ask children questions throughout the provision e.g. Why did you use that resource? What are you going to do next?</li> <li>Story role-play opportunities encourage children to retell stories and act them out using puppets/props.</li> </ul>	<ul style="list-style-type: none"> <li>During P.E. sessions talk about ways to stay healthy and notice changes in body.</li> <li>Staff to continue to support children and encourage them to have a go at managing personal needs independently.</li> <li>Provide new activities with increasing challenge and encourage children to have a go.</li> <li>Continue to identify similarities and differences between individuals and talk about them offering acceptance.</li> </ul>	<ul style="list-style-type: none"> <li>Children to practice copying their name from their name cards, staff to support children to develop their pencil grips and form letters correctly. For children not at this stage do lots of mark making opportunities in wet sand, glitter and other materials – can they copy various shapes – line, zig zag, circle, cross etc.</li> <li>In P.E provide lots of opportunities for children to practice creating shapes in a safe space. Also use the equipment for children to balance and begin to introduce routines.</li> <li>When making Mother's Day cards ensure that children are using a tripod grasp when writing and that letters are started in the correct place.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in extended conversations about stories, learning new vocabulary. Talks with staff about stories they know and love. Recalling some key events.</li> <li>Uses print and letter knowledge in early writing e.g. writing a pretend shopping list that starts at the top of the page.</li> <li>Staff to encourage children to add labels, captions or short sentences to their drawings in creative/writing area.</li> <li>Staff to offer opportunities to write in a range of areas in the classroom e.g. diary/calendar in home corner, planning in construction.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use the number rhyme cards to help children to recognise numbers. Plan lots of ordering game e.g., 10 green bottles etc and encourage children to start ordering numbers 1-5 then 1-10.</li> <li>In play encourage children to solve problems – e.g., leave playdough in big ball, can they share it out, so all children have some.</li> <li>Number bond games to make 10.</li> <li>Learn number blocks number bonds to 10 song</li> <li>Explore 3D shapes by going on a shape hunt and identify 3D shapes around classroom/school. Children to correctly identify and name shapes.</li> </ul>	<ul style="list-style-type: none"> <li>In group time looks at picture of a baby, toddler, child, adult, grandparent and talks about what they notice and see. What can they do now that they couldn't then?</li> <li>Reading books about the lifecycle of a plant – observing what happens. Children to plant cress and other plants and monitor their progress.</li> <li>Children to take turns to look after the plants, talking about what they need to keep them alive and healthy.</li> <li>Children to visit a local allotment to harvest some crops – could be used to make some seasonal soup.</li> <li>Introduce the Easter story – what are the key points of the story – can they recall those events?</li> </ul>	<ul style="list-style-type: none"> <li>Children to attempt to draw things they see (sunflowers in a vase) Focusing on shapes and colours.</li> <li>Children to create a mother's day card and an Easter card or bonnet – using different materials and joining techniques.</li> <li>Children challenges to create new colours by mixing paint.</li> <li>Complete a pattern's in the classroom chart. Children encouraged in identifying and record patterns they notice in the classroom.</li> <li>Staff to support children to follow instructions to make their own play dough .</li> </ul>
<p><b>Reception Expectations</b></p>	<ul style="list-style-type: none"> <li>Reciting poems and songs</li> <li>Story retelling</li> <li>Articulate a life cycle</li> <li>Begin to listen to and engage in talk about selected non-fiction books.</li> <li>Continue to use language well</li> <li>Communicate using well-formed sentences</li> <li>Begin to ask questions to find out more.</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw – Healthy me. Begin to understand the importance and ways to keep safe and healthy.</li> <li>Continue to manage personal needs independently</li> <li>Begin to understand we all have the right to have our own views and they are all important</li> <li>Continue to respect each other as individuals</li> <li>Continue to challenge themselves and feel safe in having a go at new activities</li> <li>Continue to understand and celebrate that everyone is different.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop some fine motor skills and activities such as; threading, cutting, weaving, buttoning clothing and cutting with scissors.</li> <li>Hold pencil effectively with comfortable grip</li> <li>Begins to form recognizable letters most of which are correctly formed.</li> <li>Begin to create shapes, balances and jumps during gymnastics PE sessions and begin to develop rocking and rolling.</li> <li>Continue to develop an awareness of space and how to use it safely to perform basic skills on floor and apparatus.</li> <li>Begin to copy, create and remember and repeat short sequences.</li> <li>Begin to understand using levels and directions with travelling and balancing.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Begin to demonstrate understanding when talking about what I have read.</li> <li>Begin to repeat words or phrases to check what I have read.</li> </ul> <p><b>Word reading (RWI differentiated groups)</b></p> <ul style="list-style-type: none"> <li>See RWI planning</li> <li>Begin to read and understand simple sentences (Ditty)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Begin to write captions and labels and simple sentences.</li> </ul> <p><b>Literacy Tree</b></p> <ul style="list-style-type: none"> <li>Statements</li> <li>Writing in role</li> <li>Shopping lists</li> <li>Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Building 9 and 10</li> <li>Comparing numbers to 10</li> <li>Number bonds to 10</li> <li>3D shapes</li> <li>Pattern</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Understand what plants need to grow</li> <li>Continue to make predictions and carry out experiments to test predictions.</li> </ul> <p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>Changes over time (Stages of growth)</li> </ul> <p><b>R.E</b></p> <ul style="list-style-type: none"> <li>Why is Easter special to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawing – sunflowers.</li> <li>Begin to show accuracy and care in their drawing.</li> <li>Begin to identify colours in nature and how they can be applied to art. In the style of Alma Thomas.</li> <li>Begin to mix paints to make new colours following instructions.</li> <li>Begin to print creating simple patterns.</li> <li>Begin to identify patterns in the environment.</li> <li>Begin to create their own collages in the style of Eric Carle.</li> <li>Follow instructions to make own play dough.</li> <li>Begin to use scissors to cut out shapes.</li> </ul>

	<b>Key Vocabulary</b>	Question language – who, where, what, when, how Non-fiction	Independent Staying healthy Healthy body, healthy mind Individual	Balance Shapes Jumps Rocking/rolling	Captions Labels Sentences and features of sentence	Number bond 3D shape names Patterns	Prediction Experiment Compare Changes Easter	Observational drawing Collage Instructions
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