

EYFS Medium Term Overview: Spring 1

| | | |
|---|---|--|
| <p>Overarching theme Frozen Planet Seasons/Weather Valentine’s Day Lunar New Year Shrove Tuesday</p> | <p>Core Texts We Love Festivals: Chinese New Year Owl Babies Nocturnal Animals (non-fiction) The Great Race The Gruffalo’s Child Snow Bear Robin’s Winter Song</p> | <p>Special things happening this half term Winter walks; snow & ice – exploration; Arctic artefacts Pancake day / Valentines Day / Luna New Year – food tasting National Storytelling week (30th Jan – 6th Feb) Now Press Play: Winter, Weather</p> |
|---|---|--|

| | Communication & Language | PSED | Physical Development | Literacy | Mathematics | Understanding the world | Expressive Arts & Design |
|---|---|--|---|---|--|---|---|
| <p>Possible activities & experiences</p> | <ul style="list-style-type: none"> During class/ group discussions children to share their ideas and thoughts about the stories they have heard. Develop story/ song or rhyme of the week provocation – staff to support children to talk about their thoughts and experiences of certain rhymes, stories or songs. In provision adults to support children to talk in full sentences. Adults to model back what children say. | <ul style="list-style-type: none"> Focus on children who are still not fully independent with toilet and self-care needs. Reducing support and encouraging ‘having a go’ for independence. Staff to promote the coat flip trick and continue to promote ‘having a go’ with less adult support over time. Turn taking games on whiteboard or in areas. For children who find it difficult introduce timers. In PSED group time present children with different problems – can they suggest ways of resolving the issue? Record suggestions and ideas. In provision set up a wash station provocation – encourage children to clean the dirt off the animals/ babies etc. Talk about the steps to take to ensure we keep ourselves clean. | <ul style="list-style-type: none"> Assessment of pencil grip Lots of gross/ fine motor activities to be planned to help develop pencil grips. Set up a provocation for weaving – with some examples of artists .Encourage children to weave various thickness strands of material into a frame – include finer frames so that it is trickier for those with stronger finer motor skills. In small groups plan opportunities to further develop scissor skills - https://www.beeliepediatrictherapy.com/post/ot-s-guide-to-scissor-skills#:~:text=All%20children%20will%20develop%20differently,by%204%2D5%20years%20old.&text=The%20most%20important%20part%20of,skill%20is%20patience%20and%20variety! In phonics and areas of provision adults to ensure that children are forming letters correctly – use letter cards to support. In P.E. support children to develop ball skills- aiming, dribbling, pushing, throwing & catching, patting, kicking. | <ul style="list-style-type: none"> Story sessions – talking about features of books e.g. Title, blerb. Opportunities to mark make/write throughout provision using a variety of mark making tools and surfaces. Making and sending cards linked to topics e.g. Valentines day, lunar New Year. Focus book and puppets in reading corner to offer opportunity to re-tell stories. Daily RWI phonic sessions tailored to differentiated groups. Daily Literacy Tree sessions tailored to differentiated groups. | <ul style="list-style-type: none"> Introduce number rhyme cards to help children identify numerals. Introduce scales in provision and challenge cards can children order resources from lightest to heaviest. Empty containers in water tray, which has the largest/smallest capacity? Model using capacity language e.g. full, half-full, empty. Mathematics games to match pairs e.g. socks in home corner, jigsaw numeral to items in funky fingers. Model using tape measure safety in investigation station and encourage children to complete a length and height challenge measuring items in EYFS garden. What is the longest item they can find? What is the tallest item they can find. | <ul style="list-style-type: none"> Celebrate Lunar New Year – introduce the dragon and the lion – children to complete the festival dance and watch a video of the festival – talking about what they notice. Food tasting and pancake making activities. Experiment with ice such as freeing frozen small world animals, paining ice. Notice changes. During group time talk about signs of winter. What does it look like? What clothes do we wear? What happens to the trees? What animals do we see in winter? Winter walk – following same route as Autumn. What can the children see/hear how does it compare to Autumn. | <ul style="list-style-type: none"> Introduce a range of materials – focusing on techniques i.e. material suitable for different purposes. In the creative area children to be encouraged to use scissors, paintbrushes, glue sticks etc to develop their techniques. Staff to model the thumbs up technique and how to effectively apply glue or paint to a brush/ spreader. Offer a variety of paint types and encourage children to explore them and discover best use of each. Opportunities to print using food or natural materials – in EYFS garden on fence easels, food in creative area. Creating patterns/art work using print. |
| <p>Reception Expectations</p> | <ul style="list-style-type: none"> Continue to use language well Ask how and why questions. Retell a story with story language. Remember key points from a story. Ask questions to find out more and to check they understand what has been said to them. Begin to describe events Listen to and talk about stories to build familiarity and understanding. Begin to learn rhymes and recite poems and songs. | <ul style="list-style-type: none"> Continue to learn about children’s Rights and discuss how to respect these Rights. Begin to explain to others about a problem or an emotion and how we’ve dealt with it. (Conflict resolution). Continue dressing into coats & outdoor suits independently. Continue building respectful relationships with our peers. Introduce goals and dreams and understanding emotions that go with this such as overcoming challenges and never giving up. | <ul style="list-style-type: none"> Begin to develop some fine motor skills and activities such as; threading, cutting, weaving, buttoning clothing and cutting with scissors. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Learn to control and develop ball skills-aiming, dribbling, pushing, throwing & catching, patting, kicking Practice some balances and movement skills to develop our core strength | <p>Comprehension</p> <ul style="list-style-type: none"> Begin to show interest and answer simple questions about texts. Begin to use words that I know to check my reading makes sense. Oral re-telling. <p>Word reading (RWI differentiated groups)</p> <ul style="list-style-type: none"> See RWI planning <p>Writing</p> <ul style="list-style-type: none"> Continue to write cards, instructions and captions. | <ul style="list-style-type: none"> Introducing zero. Comparing numbers to 5. Composition of 4&5. Compare mass and capacity. Introducing 6,7,8 Making pairs Combining 2 groups Length and height | <p>Science</p> <ul style="list-style-type: none"> Understanding changing sates. Freezing and melting. <p>Humanities</p> <ul style="list-style-type: none"> The weather Seasonal changes over time <p>R.E</p> <ul style="list-style-type: none"> What places are special and why? | <ul style="list-style-type: none"> Begin to cut curved lines accurately using scissors appropriately. Begin to show different emotions in their drawing e.g. happiness, sadness. Begin to draw with increasing complexity e.g. representing a face with a circle including details. Create a wash background and combine colour in the style of Joan Miro. |

| | | | | | | | | |
|-----------------------|---|---|---|---|--|---|---|---|
| | | | <ul style="list-style-type: none"> Continue to look after their bodies including healthy eating. | | Literacy Tree <ul style="list-style-type: none"> Thought bubbles Writing in role Thank you letters. | | | <ul style="list-style-type: none"> Begin to explore different paint types – water colour, acrylic, ready mix paint. Begin to print with natural objects/food e.g. leaves, pine cones. Begin to understand the purpose of different materials e.g. winter clothes. Begin to create 3D work to celebrate special days e.g. paper chains and bunting for Lunar New Year and Valentine's Day. |
| Key Vocabulary | How/why Beginning/middle/end | Challenge Emotion language | Pencil grip Rolling and receiving Throwing Bouncing and catching Dribbling | Story language Thought bubbles | Zero Composition Mass – heavier, lighter, higher, lower Capacity – full, half full, empty Pairs Length Height | Freezing Melting Seasons Weather specific language | Curved lines Materials | |