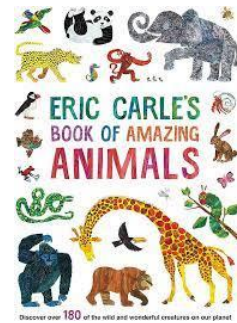


Spring Term 1 2024/25 Medium Term Planning - EYFS

Amazing Animals






The learning for this term is all about Amazing Animals. Using our 'Book of the Week' as starting points, the children will learn about a range of animals, such as: domestic & pets, farm, wild animals, zoo animals and animals found in the artic. During this topic the children will broaden their understanding of where we live in the world, that people live in different places and the world is made up of countries. We shall talk about climate and environment, leading on to what animals we are likely to find in the wild and natural habitats. Language such as 'nocturnal' will also be introduced to the children when talking about the natural world. Through exploring maps, stories and child-friendly documentaries, the children will learn more about environments different to the one in which they live. We will talk about different countries in the world and talk about the differences they might have experienced or heard about. One of our main focuses for this term (from our Autumn assessments) will be to broaden children's understanding of other people, cultures and communities.


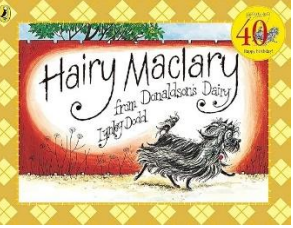

Church School Value: honesty


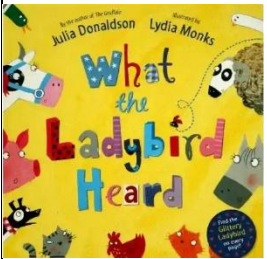

RE: Our special books [*Introduce stories from religions and important books for members of a religious group*]

Memorable experiences: photos of their pets from home, invite a vet/veterinary nurse in to talk to the children, invite RSPCA in, invite people from the Ark, role play set up as a vet/farm park/pet shop throughout the term, invite parents in to watch their Music & Movement performance at the end of their Music unit.

We will continue to provide daily talk opportunities, particularly through using Tapestry to show photos and videos of the children learning from home as a vehicle for developing their speaking and listening skills.

	Key knowledge	Development matters objectives	Enhanced provision	Key Vocabulary	Key text
1	<p>Phonics: YR: see RWI assessments YN (3&4): I know how many claps to do for a one syllable word YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: Counting to 6,7,8 (Unit 7 days 1-5) YN 3&4: I know numbers past 5 YN 2&3 : I know numbers to 5.</p> <p>The World: Science: YR & YN: I know I need to respect animals.</p> <p>Geography: YR: I know that we live in countryside/in a town but some people live in a city where it is a lot busier; more homes, people, buildings etc.(what they can see in photos) YN: I know that not everyone lives in Stickney</p> <p>EAD: Art YR & N: I know what my favourite colour is. I can make a picture with it in.</p> <p>D&T: Kapow YR: Cooking and Making soup lesson</p> <p>Music: L1 Action songs</p> <p>PE: Kapow Lesson 1: Ball skills: exploring the ball</p> <p>RE: I know that books are special, and everyone has a different book they think are special.</p>	<p>Reception: Phonics: RWI Maths: YR: See power maths W: (geography/history and science) Science: Recognise some environments that are different from the one in which they live. Geography: Talk about the differences they have seen/can see EAD: Art and D&T: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Music: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can count or clap syllables in a word Maths: YN: Recite numbers past 5 W: (geography): Continue developing positive attitudes about the differences between people. Science: Begin to understand the need to respect and care for the natural environment and all living things. EAD: Art and D&T: Music: Listen with increased attention to sounds. Remember and sing entire songs.</p> <p>2-3 years old: Phonics: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Maths: take part in some number rhymes W: (geography/history and science) Science: Begin to understand the need to respect and care for the natural environment and all living things. Geography: Make connections between the features of their family and other families. EAD: Art and D&T: Music: Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p>	<p>Maths tuff spot:</p> <p>Tuff spot: numbers to 10- matching the numicon</p>  <p>and the number 1-10</p> <p>Tuff spot: Bear Hunt characters on lollipop sticks, fake grass, town small parts (or print outs from the book taped to wooden blocks)</p> <p>Role play: Post office – writing and sending off thank you letters to Santa.</p> <p>Vets</p>	<p>Maths: one, two, three, four, five, six, seven, eight, ten frame, count, total, how many, altogether, forwards, backwards, same, different, fewer, more, odd one out, collections, group, method, dice</p> <p>Book: alone, bored, thanks/thank you, feast, bare/bear, delectable, sigh, brew, grateful</p> <p>Nursery rhyme: 10 in the bed</p> <p>See knowledge organisers for science and geography</p>	<p>Whole class book:</p>  <p>Literacy JC Book: <i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p> 

<p>2 Phonics: YR: see RWI assessments YN (3&4): I know how many claps to do for a 2 syllable word YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: - counting to 10 unit 7 (days 6-10) YN (3&4 & 2&3): I know how to count some numbers beyond 5.</p> <p>The World: Science: YR & N: I know that some animals can be kept as pets.</p> <p>Geography: YR: I know that there are lots of different countries in world. (Draw from their own experiences) I can find some simple things on a map – land, water etc.or countries they have visited YN: I know that people go to lots of different places.</p> <p>EAD: Art YR & N: I know a face has eyes, a nose, a mouth, ears and eyebrows.</p> <p>D&T: YR: Kapow: Cooking and Making soup lesson YN: I know some colours that are in the rainbow</p> <p>Music: Kapow Lesson 2: Finding the beat</p> <p>PE: Kapow Lesson 2: Ball skills: ball control</p> <p>RE: I know that different people have special books and why they are important to others.</p>	<p>Reception: Phonics: RWI Maths: YR: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value and compare numbers. W: (geography/history and science) Science: Recognise some environments that are different from the one in which they live. Geography: Draw information from a simple map. Know that there are different countries in the world. EAD: Art and D&T: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Music: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can count or clap syllables in a word Maths: YN: Recite numbers past 5. W: (geography/history and science) Science: Begin to understand the need to respect and care for the natural environment and all living things. Geography: Continue developing positive attitudes about the differences between people EAD: Art and D&T: Music: Listen with increased attention to sounds. Remember and sing entire songs.</p> <p>2-3 years old: Phonics: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Maths: sing some number rhymes with number names W: (geography/history and science) Science: same as 3-4yrs Geog: Make connections between the features of their family and other families. EAD: Art and D&T: Music: Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p>	<p>Maths tuff spot: minibeast ten frame and counters</p> <p>Tuff spot: We're going on a bear hunt interactive tuff spot.</p>  <p>pet shop role play</p>	<p>Maths: one, two, three, four, five, six, seven, eight, ten frame, count, total, how many, altogether, forwards, backwards, same, different, fewer, more, odd one out, collections, group, method, dice</p> <p>Book: Hairy Maclary, Bottomley Potts, Hercules Morse, Muffin McLay, Bitzer Maloney, Schnitzel von Krumm, tails, trotted, sniffed, snooped, shadows, yowl, paws, claws, hail, wail, clatter,</p> <p>Nursery rhyme: 10 milk bottles</p> <p>See knowledge organisers for science and geography</p>	<p>Whole class book: </p> <p>Literacy JC book: <i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury </p>
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<p>3 Phonics: YR: see RWI assessments YN (3&4): I know how many claps to do for a 3 syllable word YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: - Unit 8 comparing numbers YN (3&4 & 2&3): I know how to recite numbers past 5.</p> <p>The World: Science: YR & N: I know that if an animal is poorly, we take them to the vets.</p> <p>Geography: YR: I know that some of the children at our school were born in a different country. YN: same as above</p> <p>EAD: Art YR & N: I know I can choose colours to match my features (my eyes, my skin, my lips and my hair)</p> <p>D&T: YR: Kapow: Cooking and Making soup lesson YN: I know what a palette, paintbrush and paint are</p> <p>Music: Kapow Lesson 3: Exploring Tempo</p> <p>PE: Kapow Lesson 3: Ball skills: moving with a ball</p> <p>RE: I know that the Bible, The Torah and the Qur'an are special books. I know that the story of Adam and Eve are in them.</p>	<p>Reception: Phonics: RWI Maths: YR: Count objects, actions and sounds. W: (geography/history and science) Science: Begin to understand the need to respect and care for the natural environment and all living things. Geography: Know that there are different countries in the world EAD: Art and D&T: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Music: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can count or clap syllables in a word Maths: YN: Recite numbers past 5 W: (geography/history and science) Science: Begin to understand the need to respect and care for the natural environment and all living things. Geography: Continue developing positive attitudes about the differences between people EAD: Art and D&T: Explore different materials freely, to develop their ideas about how to use them and what to make. Explore colour and colour mixing. Music: Listen with increased attention to sounds.</p> <p>2-3 years old: Phonics: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Maths: same as previous week W: (geography/history and science) Science: same as 3-4yrs Geog: Make connections between the features of their family and other families. EAD: Art and D&T: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Music: Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p>	<p>Maths tuff spot: fake grass, twinkl farm animals (photos) to match to the amount (numbers 1-10). Also add farm animals.</p> <p>Tuff spot: Jack and the bean stalk tuff spot</p> <p>Book of the week tuff spot</p>  <p>vets role play</p>	<p>Maths: more, fewer/fewest h greater/greatest, smaller/smallest, large/largest, taller/tallest, shorter/shortest h compare, how many/how many more, different/difference</p> <p>Book: animal noises, squelch, wishy, whoosh, tiptoe, up, down, over, under, through,</p> <p>Nursery rhyme: ten little monkeys jumping on the bed (starting from 1 counting up to 10)</p> <p>See knowledge organisers for science and geography</p>	<p>Whole class book: </p> <p>Literacy JC book: </p>
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Phonics:
 YR: see RWI assessments
 YN (3&4): I know how many claps to do for a 4 syllable word
 YN (2&3): I know some words from our rhyme of the week

Maths:
 YR: - unit 9 comparing groups up to 10 days 1-5 – I know how to link the numeral symbol to the amount
 YN (3&4 & 2&3): I know I can solve number problems

The World: Science:
 YR & N: I know that wild animals find their own food and homes.

Geography:
 YR: I know the different ways we can travel to another country.
 YN: I can name some basic types of transport by looking at photos

EAD: Art
 YR & N: I know to use paint and pompoms to create a feathery effect.

D&T: YR: Kapow: Cooking and Making soup lesson
 YN: paint mixing: I know I mix colours

Music: Kapow Lesson 4: Exploring the tempo & pitch through dance

PE: Kapow Lesson 4: Ball skills: collecting and stopping

RE: I know that the Torah is the most important book in Judaism. I know what a Yad is.

Reception:
Phonics: RWI
 Maths: YR: Link the number symbol (numeral) with its cardinal number value.
 W: (geography/history and science)
 Science: Recognise some environments that are different from the one in which they live.
 Geography: Talk about the differences they have experienced
 EAD: Art and D&T: Develop their own ideas and then decide which materials to use to express them.
 Music: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music

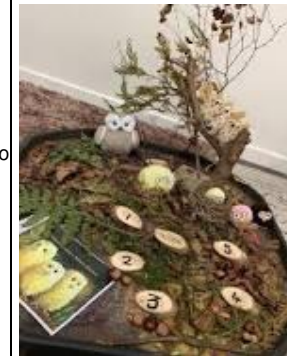
3-4 years old:
 Phonics: Develop their phonological awareness, so that they can count or clap syllables in a word
 Maths: YN: Link numerals and amounts:
 W: (geography/history and science)
 Science: Recognise some environments that are different from the one in which they live.
 Geography: Continue developing positive attitudes about the differences between people.
 EAD: Art and D&T: Develop their own ideas and then decide which materials to use to express them.
 Music: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.

2-3 years old:
 Phonics: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 Maths: same as 3-4yrs
 W: (geography/history and science)
 Science: same as 3-4yrs
 Geog: Make connections between the features of their family and other families.
 EAD: Art and D&T: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
 Music: Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'

Maths tuff spot:



Tuff spot:



natural materials for children to create nests, brown material, wooden bits, owl cut outs on wooden blocks,

Pet shop role play with photos of their pets

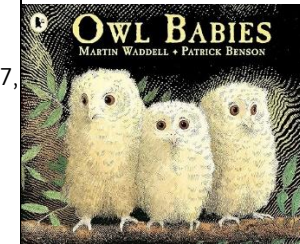
Maths:
 count, part, whole, altogether, how many, total, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
 addition, adding together, counting, more, fewer

Book:
 feathers, twigs, ivy, trunk, silent, danced, swooped, suppose, bounced, flapped, through, hunting, branch, poor, gold, giant, grew

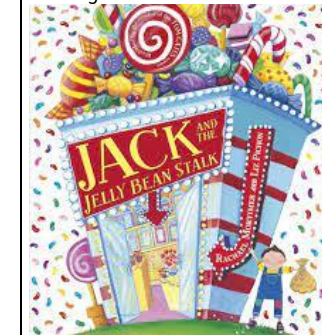
Nursery rhyme: five little owls



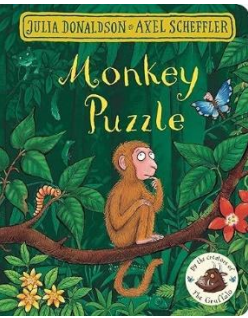
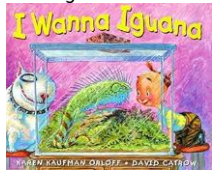
See knowledge organisers for science and geography



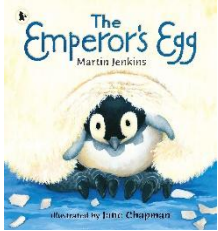
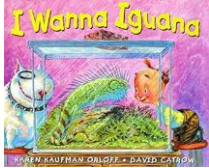
Whole class book:



Literacy JC book:



<p>5 Phonics: YR: see RWI assessments YN (3&4): I know how many claps to do for a 2/3/4/5 syllable word YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: - unit 10– day 1-5 YN (3&4 & 2&3): I know how to compare two things</p> <p>The World: Science: YR & N: I know that not all baby animals look like the adult.</p> <p>Geography: YR: I know that some people/animals live in the jungle and how it is different to where we live. (link to book of the week Monkey Puzzle) YN: I know that we must look after things around us</p> <p>EAD: Art YR & N: I know to choose materials I need to create adult and baby animals.</p> <p>D&T: Kapow: YR: Cooking and Making soup lesson 4 YN: paint mixing: I know I can add black to a colour and make it darker</p> <p>Music: Kapow lesson 5: Music & Movement performance practise</p> <p>PE: Kapow Lesson 5: Ball skills: bouncing</p> <p>RE: I know how Christians use the bible at home and in Church. I know the story of Noah's Ark and that it is found in the Bible.</p>	<p>Reception: Phonics: RWI Maths: YR: Explore the composition of numbers to 10. W: (geography/history and science) Science: Explore the natural world around them. Geography: Recognise some environments that are different from the one in which they live EAD: Art and D&T: Develop their own ideas and then decide which materials to use to express them. Music: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can count or clap syllables in a word Maths: YN: Solve real world mathematical problems with numbers up to 5. W: (geography/history and science) Science: Understand the key features of the life cycle of a plant and an animal. Geography: Continue developing positive attitudes about the differences between people. EAD: Art and D&T: Explore different materials freely, to develop their ideas about how to use them and what to make. Music: Sing the pitch of a tone sung by another person ('pitch match').</p> <p>2-3 years old: Phonics: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Maths: Take part in finger rhymes with numbers. W: (geography/history and science) Science: same as 3-4 yrs Geog: Make connections between the features of their family and other families. EAD: Art and D&T: Music: Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p>	<p>Maths tuff spot:</p>  <p>Tuff spot:</p>  <p>Pictures of the animals in Monkey Puzzle and pictures of the baby version of those animals, hidden by lentils/coloured rice, etc for children to find & match the adult and baby animals.</p> <p>pet shop role play</p>	<p>Maths: large/larger/largest, bigger, small/smaller, longer/longest, shorter/shortest, tall/taller/tallest, further/furthest/heavy/heavier/heaviest, light/lighter/lightest same, different, amount, widest, thinnest, length, width, height, weight, equal, the same, balanced, balance scale, estimate, predict, check, measure, compare, order</p> <p>Book: hush, cry, big, bigger, hunk, tusk, trunk, coils, slither, hairy, beak, claws, squawk, leaps, croak</p> <p>Nursery rhyme: 5 little monkeys jumping on the bed</p> <p>See knowledge organisers for science and geography</p>	<p>Whole class book: </p> <p>Literacy JC book: </p>
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<p>6 Phonics: YR: see RWI assessments YN (3&4): I know how many claps to do for a 2/3/4/5 syllable word YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: unit 10 day 6 -10 – measure – I know how to use non-standard units to measure things YN (3&4 & 2&3): I know how to compare two things</p> <p>The World: Science: YR & N: I know some animals live in water and some live on land.</p> <p>Geography: YR: I know that some people/animals live in the arctic and how this compares to where we live. (link to book of the week The Emperor's Egg) YN: same as week 5</p> <p>EAD: Art YR & N: I know to choose the materials I would like to create a penguin.</p> <p>D&T: YR: Kapow: Cooking and Making soup lesson 5&6 YN: paint mixing: I know I can add white to a colour and make it lighter</p> <p>Music: Kapow lesson 6: Music & Movement performance</p> <p>PE: Kapow Lesson 6: Ball skills: with a partner</p> <p>RE: I know that the Qur'an is the most special book in Islam. I know how Muslims treat it with respect. I know that it is written in Arabic.</p>	<p>Reception: Phonics: RWI Maths: YR: Compare length W: (geography/history and science) Science: Recognise some environments that are different from the one in which they live. Geography: Recognise some environments that are different from the one in which they live EAD: Art and D&T: Develop their own ideas and then decide which materials to use to express them. Music: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can count or clap syllables in a word Maths: YN: Make comparisons between objects relating to size, length, W: (geography/history and science) Science: Begin to understand the need to respect and care for the natural environment and all living things. Geography: Continue developing positive attitudes about the differences between people EAD: Art and D&T: Explore a range of soundmakers and instruments and play them in different ways. Music: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>2-3 years old: Phonics: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Maths: Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller' W: (geography/history and science) Science: same as 3-4yrs Geog: Make connections between the features of their family and other families. EAD: Art and D&T: Explore a range of soundmakers and instruments and play them in different ways. Music: Explore a range of soundmakers and instruments and play them in different ways.</p>	<p>Maths tuff spot: Different lengths of string to cut and paper</p> <p>Tuff spot: Under the sea theme using cornstarch, water and food colour.</p>  <p>add penguins & icebergs/cubes to water tray</p>  <p>crafts role play</p>	<p>Maths: large/larger/largest, bigger, small/smaller, longer/longest, shorter/shortest, tall/taller/tallest, further/furthest/heavier/heaviest, light/lighter/lightest same, different, amount, widest, thinnest, length, width, height, weight, equal, the same, balanced, balance scale, estimate, predict, check, measure, compare, order</p> <p>Book: ice, iceburg, aquatic, terrestrial, egg, flipper, feathers, hatch, huddle, artic, icy,</p> <p>Nursery rhyme: 10 fat sausages sizzling in a pan.</p> <p>See knowledge organisers for science and geography</p>	<p>Whole class book: </p> <p>Literacy JC book: </p>
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