

## Spring Term 2 2024/25 Medium Term Planning - EYFS

### Come Outside

This term is all about exploring our natural world around us. Through meaningful experiences and activities, the children will build on their current understanding of the world. We will start by talking about and exploring our local environment: Stickney. Once the children have gained confidence with geographical vocabulary and knowledge based on locations they are already familiar with (Stickney and Skegness), they will move on to explore and learn about other environments overseas linked to the children who are in our cohort this year. They will also compare the two.

We will take the opportunity to ask parents for photos of the children in other towns and cities and use the experiences as a springboard for our learning. In science (understanding of the world), the children will have opportunities to test ideas, such as: how many objects fit in the boat before it sinks? Which material floats or sinks? They will also compare, such as: how do objects fall with or without a parachute. We will also challenge common misconceptions (e.g. all heavy objects sink).

Throughout the term we will be talking about and noticing seasonal changes as we move from Winter to Spring.

**Church School Value:** Forgiveness

**RE:** Salvation  
UC F3 (core)

Why do Christians put a cross in an Easter garden?

### Memorable experiences

Stickney History; looking at aerial photos of our school in the past

Easter celebrations with parents/carers




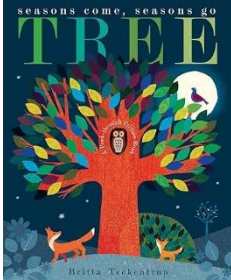
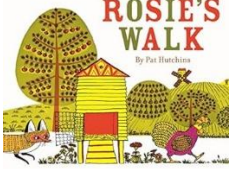
Musical performance for parents/carers

Inviting our adults from home in for story time; to develop their confidence in reading to their child/ren, allowing them to gain new ideas of ways to support and nurture their child's love of reading at home.

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.

We will continue to share "Today's new words" on our blackboard for parents to read before they collect their child to promote speaking/new vocab/consolidation of learning at home.

	Key knowledge	Development matters objectives	Enhanced provision	Key Vocabulary	Key text
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<p>1 <b>Phonics:</b> YR: see RWI assessments YN (3&amp;4): I know how to run my finger under the words when an adult reads to me. I know stories have the beginning, middle and end. I know the author is the person who wrote the book. YN (2&amp;3): I know how to find and pick up my favourite book</p> <p><b>Maths:</b> YR: unit 11: number bonds to 10</p> <p>YN (3&amp;4 &amp; 2&amp;3): Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><b>The World: Science:</b> YR: I know I can change objects to see if they can be made to sink or float.</p> <p>YN: I know some objects sink or float.</p> <p><b>Geography:</b> YR: I know that there are many different types of maps – of a theme park, of our classroom, to show the weather, using google maps, pirate treasure map</p> <p>YN: I know how to mark make on paper to make my own map</p> <p><b>EAD: Art</b> YR &amp; N: I know how to fold paper</p> <p><b>D&amp;T:</b> YR: Kapow: Seasonal project: Easter Hanging decoration: I know why Easter Eggs are special to Christians. I know why chocolate eggs are special. I know how to draw a pattern on an egg using felt tips.</p> <p><b>Music:</b> Kapow: Musical Stories lesson 1.</p> <p><b>PE:</b> PE Planning: Movement and Development lesson 1</p> <p>RE: I know that Jesus grew up into a man, rode on a donkey through Jerusalem and people shouted “Hosanna” (which means save us – from the nasty soldiers)</p>	<p><b>Reception:</b> Phonics: see RWI plus Form lower-case correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Maths: YR: Explore the composition of numbers to 10. W: (geography/history and science)</p> <p>Science: Explore the natural world around them.</p> <p>Geography: Draw information from a simple map. EAD: Art and D&amp;T: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Music: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>3-4 years old:</b> Phonics: Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing Maths: YN: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Science: Use all their senses in hands-on exploration of natural materials. EAD: Art and D&amp;T: Develop their own ideas and then decide which materials to use to express them. Music: Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>2-3 years old:</b> Phonics: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Maths: Combine objects like stacking blocks and cups. Science: Explore materials with different properties. Geography: EAD: Art and D&amp;T: Explore different materials, using all their senses to investigate them. Music: Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’ and the Nursery Rhyme of the Week</p>	<p><b>Maths tuff spot:</b></p>  <p><b>Tuff spot:</b></p>  <p><b>Role play area:</b> nature detectives</p>  <p>Binoculars, non fiction books, clipboards, mark making utensils, whiteboards, weather station.</p>	<p>Maths: one, two, three, four, five, six, seven, eight, nine, ten, compare, amounts, number bonds, pair,</p> <p>Book: seasons, spring, summer, autumn, winter, blossom, snow, wind, falling, owl,</p> <p>Nursery rhyme: 5 tasty pancakes in pancake shop, round in a circle with sugar/choc spread on top... (to the tune of 5 currant buns) This links to their pancake experience at half term.</p> <p>See knowledge organisers for science and geography</p> <p>See PE Planning for PE</p> <p>See Kapow for DT and art</p>	<p><b>Whole class book:</b></p>  <p><b>Literacy JC:</b></p> 
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**Phonics:**

YR: see RWI assessments

YN (3&4): I know that there are words (print) in lots of different places (signs, shopping lists, stories, on tv programmes, in books etc)

YN (2&3): I know how to use puppets to help me tell a story

**Maths:**

YR: PM Unit 11: The part whole model to 10

YN (3&4) I know how to sort some number problems (up to 5)

(2&3): I know how to put objects inside others and take them out again.

**The World: Science:**

YR & N: I know that not all heavy objects sink.

**Geography:** YR: I know how to find our school, a road, a building and an open space on a map of Stickney (link to [East Kirkby Aerodrome](#))

YN: When I'm outside I can point to and talk about my school, the road, the school field.

**EAD: Art**

YR & N: I know something special about my Mum (mother's day cards) – consolidate paper folding

**D&T:** YR Kapow: I know some different ways to use materials: scrunching tissue.

YN: I know how to take the lid on and off a glue stick.

**Music:** Kapow Musical Stories Lesson 2

**PE:** PE Planning: Movement and Development lesson 2

**RE:** I know how Christians use crosses to celebrate Easter at home and in church. I know what the cross means on a hot cross bun.

**Reception:**

Phonics: RWI

Maths: YR: Automatically recall number bonds for numbers 0–5 and some to 10.

W: (geography/history and science)

Science: Explore the natural world around them.

Geography: Draw information from a simple map.

EAD: Art and D&T: Return to and build on their previous learning, refining ideas and developing their ability to represent them

Music: Sing in a group or on their own, increasingly matching the pitch and following the melody.

**3-4 years old:**

Phonics: To know that print can have different purposes

Maths: YN: Solve real world mathematical problems with numbers up to 5.

W: (geography/history and science)

Talk about what they see, using a wide vocabulary.

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.

**2-3 years old:**

Phonics: Develop play around favourite stories using props

Maths: Put objects inside others and take them out again.

W: (geography/history and science) Explore natural materials, indoors and outside.

EAD: Art and D&T: Explore different materials, using all their senses to investigate them.

Music: Explore a range of soundmakers and instruments and play them in different ways

**Maths tuff spot:**



Write in 10 on the whole. Children used numicon to find 10 and show the two parts.

Tuff spot: (linked to learning from DT) Box of tissue paper, glue sticks, flower templates, photos of common flowers, One Springy Day puppets from Twinkl.



Common flower picture cards to stimulate talk when scrunching and sticking. Book about flowers.

Maths: how many, part, whole, partition, altogether, total, number sentence, equals

Book: hide, hedgehog, workshop, closer, wheelbarrow, shelves, ladder, sway, sticky, bundled, hollow, tug, heave, push, pull

Nursery rhyme: Here we go round the Mulberry Bush...on a sunny spring day..

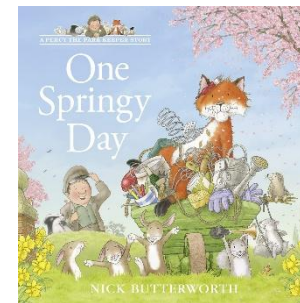
See knowledge organisers for science and geography

See PE Planning for PE

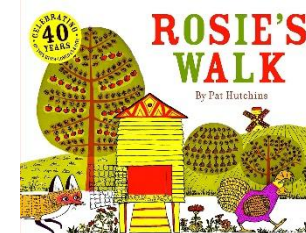
See Kapow for DT and art


Pancake day 4<sup>th</sup> March

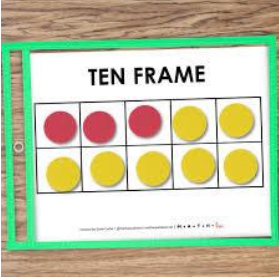


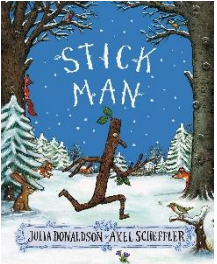
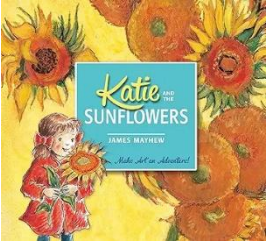
Whole class book:


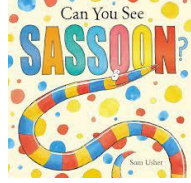


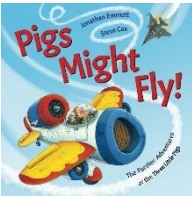





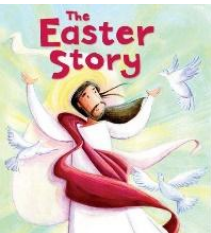
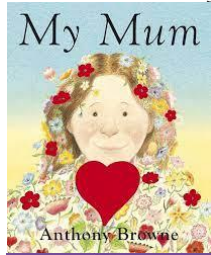

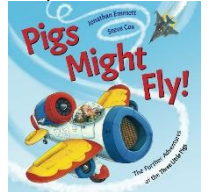
Literacy JC book:



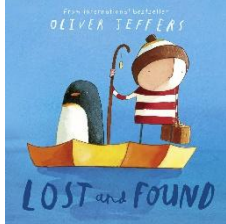


			 <p>forget-me-not   hindshead   bluebell   bramble   daisy heather   hollyhock   buttercup   Clematis   dog rose it's saving Eco</p>		
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<p>3 <b>Phonics:</b> YR: see RWI assessments YN (3&amp;4): I know where the beginning, middle and the end of the story are YN (2&amp;3): I know how to use the sticks to play the story of Stick Man</p> <p><b>Maths:</b> Unit 12: Subtraction YR: - See Power Maths YN (3&amp;4) I know when I have more than x in my play. I know when I have less than x in my play. I know I can count them to check. (2&amp;3) I know how to stack some stacking cups/blocks</p> <p><b>The World:</b> <b>Science:</b> YR &amp; N: I know that objects of the same materials will not always sink or float.</p> <p><b>Geography:</b> YR: I know that some things in our school environment have changed over time (visit from Stickney History expert) YN: I can point out some things that look old and new in our school</p> <p><b>EAD: Art</b> YR &amp; N: I know I can use natural resources to create a nature frame</p> <p><b>D&amp;T: YR and YN:</b> Kapow: Seasonal Project: I know how to use different materials to make a collage</p> <p><b>Music:</b> Kapow Musical Stories Lesson 3</p> <p><b>PE:</b> PE Planning: Movement and Development lesson 3</p> <p><b>RE:</b> I know what the Easter Story is about. I know that Christians believe that Jesus died and came back to life (resurrected)</p>	<p><b>Reception:</b> <b>Phonics: RWI</b> Maths: YR: Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10 W: (geography/history and science) Science: Explore the natural world around them Geography: Describe what they see, hear and feel whilst outside.</p> <p>EAD: Art, DT, Music: Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>3-4 years old:</b> Phonics: To understand the names of the different parts of a book Maths: YN: Compare quantities using language: 'more than', 'fewer than'. W: (geography/history and science) Science: Explore and talk about different forces they can feel. Geography: Talk about what they see, using a wide vocabulary. EAD: Art and D&amp;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.</p> <p><b>2-3 years old:</b> Phonics: Develop play around favourite stories using props. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Maths: Combine objects like stacking blocks and cups. W: (geography/history and science) Science: Explore and respond to different natural phenomena in their setting Geog: Explore and respond to different natural phenomena in their setting EAD: Art and D&amp;T: Explore different materials, using all their senses to investigate them. Music: Enjoy and take part in action songs</p>	<p><b>Maths tuff spot:</b> Add in whiteboards and pens to record number sentence e.g <math>7+3=10</math></p>   <p>Tuff spot: with camouflage net on the bottom. Sticks, ribbon, string etc</p> 	<p>Maths: describe, sort, object, each, number bond, many, left, ten frame, part, whole, take away, subtract</p> <p>Book: family, beware, autumn, winter, spring, summer, season, castle, twig, branch, boomerang, sword</p> <p>Nursery rhyme: Jack and Gill (link to hill in the Easter story)</p> <p>See knowledge organisers for science and geography</p> <p>See PE Planning for PE</p> <p>See Kapow for DT and art</p>	<p>Whole class book: builds on knowledge of SEASONS</p>  <p>Literacy JC book: complete in a week</p> 
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<p>4 <b>Phonics:</b> YR: see RWI YN (3&amp;4): I know how to turn pages in books (to find different parts e.g. favourite page) YN (2&amp;3): I know how to play with the planes from our story</p> <p><b>Maths: Unit 13:</b> Making simple patterns YR: - I know how to make a simple ABAB and ABC repeating pattern YN (2, 3&amp;4): I know some patterns that are around me. I know how to arrange some patterns.</p> <p><b>The World: Science:</b> YR &amp; N: I know I can test things to see how they work</p> <p><b>Geography:</b> YR: I know that Stickney and Skegness have buildings. I know some are the same and some are different. I know that buildings are man-made.</p> <p><b>EAD: Art</b> YR &amp; N: I know how to use real flowers for my cardboard vase and how to decorate using a range of materials.</p> <p><b>D&amp;T:</b> YR and N: Kapow: I know what scissors are used for and how I can use them to cut out an Easter Egg shape. (differentiated with different scissors/size of eggs)</p> <p><b>Music:</b> Kapow Musical Stories Lesson 4</p> <p><b>PE:</b> PE Planning: Movement and Development lesson 4</p> <p><b>RE:</b> I know why there are crosses in Easter gardens. I know some of the feelings people felt at the time of Jesus's crucifixion and resurrection.</p>	<p><b>Reception:</b> <b>Phonics: RWI</b> Maths: YR: Continue, copy and create repeating patterns.</p> <p>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.</p> <p>EAD: Art and D&amp;T: Return to and build on their previous learning, refining ideas and developing their ability to represent them Music: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p><b>3-4 years old:</b> Phonics: To understand the print concept of page sequencing Maths: YN: Talk about and identify the patterns around them. Extend and create ABAB patterns</p> <p>W: (geography/history and science) Science: Explore how things work Geography: Talk about what they see, using a wide vocabulary.</p> <p>EAD: Develop their own ideas and then decide which materials to use to express them.</p> <p>Music: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>2-3 years old:</b> Phonics: Develop play around favourite stories using props Maths: Notice patterns and arrange things in patterns. W: (geography/history and science) Science: Explore materials indoors and outdoors Geog: Noticing things around them EAD: Art and D&amp;T: Explore different materials, using all their senses to investigate them. Music: Enjoy and take part in action songs</p>	<p><b>Maths tuff spot:</b></p> <p>#cosytuffspot</p>   <p>Tuff spot: Add in That Not My Plane book. Non-fiction about planes</p> 	<p>Maths: pattern, repeat, next, double, half, shape, odd, even</p> <p>Book: wings, jumbo jet, nose, tail, passenger, spotting, landing gear, wheels, binoculars, goggles, airfield, control tower</p> <p>Nursery rhyme: I'm a little aeroplane (tune of I'm a little teapot) way up high, with my big wings watch me fly, when the pilot tells me I'll come down. Swooping, gliding to the ground</p> <p>See knowledge organisers for science and geography</p> <p>See PE Planning for PE</p> <p>See Kapow for DT and art</p>	<p>Whole class book:</p>  <p>Literacy JC book:</p> 
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<p>5</p> <p><b>Phonics:</b> YR: see RWI YN (3&amp;4): I know how to clap syllables in some words YN (2&amp;3): I know how to use the small world toys to learn about the Easter story</p> <p><b>Maths:</b> unit 13 exploring more complex patterns YR: I know how to complete some ABBA patterns, I know how to use half of shapes to create some repeating patterns YN (3&amp;4): I know how to spot some mistakes in a repeating pattern YN 2-3 I know some patterns that are around me. I know how to arrange some patterns.</p> <p><b>The World: Science:</b> YR: I know that some objects move in the wind. YN: I know what the wind feels like on my face/in my hair.</p> <p><b>Geography:</b> YR: I know that in some countries there are icebergs where the water is frozen (<b>builds on</b> last terms science on change of state) YN: I know that there is water in lots of different places around the world</p> <p><b>EAD: Art</b> YR &amp; N: I know I can use a fork and paint to create an easter chick (making Easter cards)</p> <p><b>D&amp;T:</b> Kapow: seasonal project: I know what a hole punch does. I know how to punch a hole using a hole punch.</p> <p><b>Music:</b> Kapow Musical Stories Lesson 5</p> <p><b>PE:</b> PE Planning: Movement and Development lesson 5</p> <p><b>RE:</b> I know what forgiveness is and how we can “build bridges”</p>	<p><b>Reception:</b> <b>Phonics: RWI</b> Maths: YR: Continue, copy and create repeating patterns. W: (geography/history and science) Science: Explore the natural world around them.</p> <p>Geography: Recognise some environments that are different from the one in which they live. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>EAD: Art and D&amp;T: Explore, use and refine a variety of artistic effects</p> <p>Music: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>3-4 years old:</b> Phonics: Develop their phonological awareness, so that they can count or clap syllables in a word Maths: YN: Extend and create ABAB patterns. Notice and correct an error in a repeating pattern W: (geography/history and science) Science: Explore and talk about different forces they can feel. Geography: Talk about what they see, using a wide vocabulary.</p> <p>EAD: Art and D&amp;T: Develop their own ideas</p> <p>Music: Remember and sing entire songs. Sing the pitch of a tone sung by another person</p> <p><b>2-3 years old:</b> Phonics: Develop play around favourite stories using props Maths: Notice patterns and arrange things in patterns W: (geography/history and science) Science: Explore and respond to different natural phenomena Geog: Talk about the things they see in photos EAD: Art and D&amp;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</p>	<p><b>Maths tuff spot:</b></p>  <p>Tuff spot: RE – purchase artificial grass for base of tuff spot</p>  <p>Use small world people</p> 	<p>Maths: pattern, repeat, next, double, half, shape, odd, even, CONTINUE</p> <p>Book: Jews, wine, temple, bread, angel, Pilate, cross, tomb, hill, Mary, Resurrection, crucifixy</p> <p>Nursery rhyme: Twinkl Twinkl: Mummy Mummy oh so kind, I am very glad you're mine. I love you and you love me, we're so happy as can be. Repeat line 1</p> <p>See knowledge organisers for science and geography</p> <p>See PE Planning for PE</p> <p>See Kapow for DT and art</p>	<p>Whole class book:</p>  <p>Links to Mother's Day</p>  <p>Anthony Browne</p>  <p>Peppa Pig</p> <p>Literacy JC book: Complete in a week</p>  <p>M: day 3 write T: W: day 4 write T: F: day 5 write</p>
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<p>6</p> <p><b>Phonics:</b>  YR: see RWI assessments  YN (3&amp;4): I know how to run my finger under the words in a book (top to bottom, left to right)  YN (2&amp;3): I know how to use the story props in my play</p> <p><b>Maths:</b> YR: Recap any weak areas from this term, review pirate numbers and complete assessments: linking numeral to cardinal value.  YN (3&amp;4) I can match some amounts to numerals 1-5  YN (2&amp;3): I know how to put the little chicks inside the eggs and get them back out again</p> <p><b>The World: Science:</b>  YR: I know a force is a push or a pull  YN: I know what a push and a pull feel like</p> <p><b>Geography:</b>  YR &amp;N: I know what is man-made and what is natural</p> <p><b>EAD: Art</b>  YR &amp; N: I know I can create a repeated pattern (<a href="#">link to maths</a>) with paint and pasta. I know I can create an easter egg pattern.</p> <p><b>D&amp;T:</b> YR and YN: Kapow: I know how to use what I have learnt to make a Easter hanging decoration</p> <p><b>Music:</b> Kapow Musical Stories Lesson 6</p> <p><b>PE:</b> PE Planning: Movement and Development lesson 6</p> <p><b>RE:</b> Homework: I know how to make an Easter garden on a plate.  I know that there are many different types of crosses. I know Jesus had a new life after his crucifixion.</p>	<p><b>Reception:</b>  Phonics: RWI  Maths: YR: Link the number symbol (numeral) with its cardinal number value.  W: (geography/history and science)  Science: Explore the natural world around them.</p> <p>Geography: Recognise some environments that are different from the one in which they live.</p> <p>EAD: Art and D&amp;T: Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Music: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>3-4 years old:</b>  Phonics: we read English text from left to right and from top to bottom</p> <p>Maths: YN: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  W: (geography/history and science)  Science: Explore and talk about different forces they can feel.</p> <p>Geography: Continue developing positive attitudes about the differences between people.  EAD: Art and D&amp;T: Develop their own ideas and then decide which materials to use to express them.  Music: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>2-3 years old:</b>  Phonics: Develop play around favourite stories using props  Maths: Put objects inside others and take them out again.  W: (geography/history and science)  Science: same as 3-4yrs  Geography: Make connections between the features of their family and other families.  EAD: Art and D&amp;T: Explore different materials  Music: Explore a range of soundmakers and instruments and play them in different ways.</p>	<p><b>Maths tuff spot:</b> Add in Numicon, number bonds to 10 laminated egg shells (number bonds)</p>  <p>Science:</p>	<p>Maths:</p> <p>Book: Easter, hunt, excited, egg, lambs, chicks, bees, under, over, around, through, ducklings, wolf, hooray</p> <p>Nursery rhyme: Sleeping Easter Bunny</p> <p>See knowledge organisers for science and geography</p> <p>See PE Planning for PE</p> <p>See Kapow for DT and art</p>	<p>Whole class book:</p>  <p>Literacy JC book: complete in a week</p> 
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