



EYFS - Medium Term Planning

Spring 2



Enquiry Theme	Sowing and Growing						
Enquiry Question	Where does our food come from?						
Role Play	Gardening Centre	Garden Shed					
<p>Throughout all learning, the Reception Team will ensure activities and interactions support the Characteristics of Learning of:</p> <p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>							

Week Commencing:	23/02/26	02/03/26	09/03/26	16/03/26	23/03/26	30/03/26 (4 days)	06/04/26-17/04/26
Personal, Social and Emotional Development (PSED)	<p>Self-Regulation Identify that others have a different opinion.</p> <p>Managing Self Begin to see themselves as a valuable individual who is able to manage their own needs independently.</p> <p>Building Relationships Continue to develop their recognition of their feelings and consider the feelings of others – linked to Zones of Regulation.</p>	<p>Self-Regulation Identify that others have a different opinion.</p> <p>Managing Self Begin to see themselves as a valuable individual who is able to manage their own needs independently.</p> <p>Building Relationships Continue to develop their recognition of their feelings and consider the feelings of others – linked to Zones of Regulation.</p>	<p>Self-Regulation Begin to talk to others to solve conflicts.</p> <p>Managing Self Begin to identify resources and activities to help them to achieve their goal.</p> <p>Building Relationships Continue to develop their recognition of their feelings and consider the feelings of others – linked to Zones of Regulation.</p>	<p>Self-Regulation Begin to suggest solutions to conflicts.</p> <p>Managing Self Begin to identify resources and activities to help them to achieve their goal.</p> <p>Building Relationships Continue to build on their conflict resolution skills with some adult support.</p>	<p>Self-Regulation Show resilience and perseverance in the face of challenge.</p> <p>Managing Self Shows good understanding on how to contribute to good health i.e. exercise, hygiene and sleeping.</p> <p>Building Relationships Developing confidence in building constructive and respectful relationships.</p>	<p>Self-Regulation Show resilience and perseverance in the face of challenge.</p> <p>Managing Self Shows good understanding on how to contribute to good health i.e. exercise, hygiene and sleeping.</p> <p>Building Relationships Developing confidence in building constructive and respectful relationships.</p>	Easter Holidays
Outcome/Composite	<p>The children will be able to explain how to stay healthy.</p> <p>The children will be able to begin to solve conflicts independently.</p>						
Physical Development (PD)	<p>Fine We can use a comfortable grip with good control when forming legible letters and numbers.</p> <p>We are beginning to use scissors with control.</p>	<p>Fine We can use a comfortable grip with good control when forming legible letters and numbers.</p> <p>We are beginning to use scissors with control.</p>	<p>Fine We can use a comfortable grip with good control when forming legible letters and numbers.</p> <p>We are beginning to use scissors with control.</p>	<p>Fine We can use a comfortable grip with good control when forming legible letters and numbers.</p> <p>We are beginning to use scissors with control.</p>	<p>Fine We can develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Fine We can develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	

Outcome/ Composite	Gross We can develop our overall body strength, coordination, balance and agility.	Gross We can develop our overall body strength, coordination, balance and agility.	Gross We can develop our overall body strength, coordination, balance and agility.	Gross We are beginning to know about different factors that support our overall health and wellbeing.	Gross We know and are beginning to talk about different factors that support our overall health and wellbeing.	Gross We know and we can talk about different factors that support our overall health and wellbeing.	
	The children will be able to form letters and numbers legibly which can be read by others. The children will be able to discuss how to keep themselves healthy.						
Communication and Language (CL)	Listening, Attention and Understanding We can engage in story times and begin to ask and answer questions about the books shared in class. Speaking We can begin to describe events in some details using full sentences.	Listening, Attention and Understanding We can engage in story times and begin to ask and answer questions about the books shared in class. Speaking We can begin to describe events in some details using full sentences.	Listening, Attention and Understanding We can engage in story times and we can ask and answer questions about the books shared in class. Speaking We can describe events in some detail using full sentences and starting to use new vocabulary.	Listening, Attention and Understanding We are able to listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Speaking We can describe events in some detail using full sentences and starting to use new vocabulary.	Listening, Attention and Understanding We are able to listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Speaking We can describe events in some detail using full sentences and gaining confidence in using new vocabulary.	Listening, Attention and Understanding We are able to listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Speaking We can describe events in some detail using full sentences and gaining confidence in using new vocabulary.	
Outcome/ Composite	The children will be able to answer questions about books that are shared within the class. The children will be able to confidently speak in full sentences and use new vocabulary when describing events.						
Literacy	Core Texts: Jack and the Beanstalk, The Very Hungry Caterpillar Wider Reading: The Tiny Seed, Oliver's Vegetables, Katie and the Sunflowers, Non-Fiction – gardening and growing books						
	Word reading We can begin to identify and use tricky and high frequency words. Phonics Letters and Sounds- Little Wandle Phase 3	Word reading We can begin to identify and use tricky and high frequency words. Phonics Letters and Sounds- Little Wandle Phase 3	Word reading We can identify and use tricky and high frequency words and begin to identify digraphs. Phonics Letters and Sounds- Little Wandle Phase 3	Word reading We can identify and use tricky and high frequency words and begin to identify digraphs. Phonics Letters and Sounds- Little Wandle Phase 3	Word reading We can identify and use tricky and high frequency words and identify digraphs. Phonics Letters and Sounds- Little Wandle Phase 3	Word reading We can identify and use tricky and high frequency words and identify digraphs. Phonics Letters and Sounds- Little Wandle Phase 3	
	Comprehension We can use vocabulary and forms of speech that are increasingly influenced by a range of books.	Comprehension We can use vocabulary and forms of speech that are increasingly influenced by a range of books.	Comprehension We can use vocabulary and forms of speech that are increasingly influenced by a range of books.	Comprehension We can use vocabulary and forms of speech that are increasingly influenced by a range of books.	Comprehension We can use vocabulary and forms of speech that are increasingly influenced by a range of books.	Comprehension We can use vocabulary and forms of speech that are increasingly influenced by a range of books.	
	Writing (linked to Katie and the Sunflowers) We can form lower case letters correctly. We can begin to spell words by identifying	Writing (linked to Katie and the Sunflowers) We can form lower case letters correctly. We can begin to spell words by identifying	Writing (linked to Katie and the Sunflowers) We can form lower case letters correctly. We can begin to spell words by identifying	Writing We can form lower case letters correctly. We can spell words by identifying sounds and then writing the	Writing We can form lower case letters correctly. We can spell words by identifying sounds and then writing the	Writing We can form lower case letters correctly. We can spell words by identifying sounds and then writing the	

	sounds and then writing the corresponding, correctly formed letters.	sounds and then writing the corresponding, correctly formed letters.	sounds and then writing the corresponding, correctly formed letters.	corresponding, correctly formed letters.	corresponding, correctly formed letters.	corresponding, correctly formed letters.	
Outcome/ Composite	The children will be able to write simple phrases and sentences that can be read by others. The children will be able to use a capital letter and full stop when writing sentences. The children will be able to spell words by identifying sounds and then writing the corresponding letter/s.						
Mathematics	Length, Height and Time Explore height Compare height Order and sequence time	Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 Find 1 more and 1 less Composition to 10 Number bonds to 10 (2 parts) Make arrangements of 10 Number bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore odd and even numbers			Explore 3D Shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment		
Outcome/ Composite	The children will be able to select resources to support their learning e.g. ten frames, part-whole models, Rekenreks or Numicon. The children will be able to name 3D shapes and identify these in their environment. The children will be able to compare heights and use the language ‘taller than’, ‘shorter than’ and ‘equal to’.						
Understanding the World	Past and Present (Pancake Day) We can explore the original meaning behind Pancake Day and what it represented to Christian people.	Past and Present (Hevva Cake) We are exploring how St Piran’s Day was celebrated in the past and how the event is celebrated today – what has changed?	Past and Present (Baking Bread) We can explore how it used to be made in the past and comparing to how it is made now. We can discuss any similarities in how it is made.	Past and Present We can talk about how farming has changed over the past 50 years. We can discuss whether we think it is easier to be a farmer now and give reasons for our answers.	Past and Present We can talk about how farming machinery has changed over the past 50 years. We can discuss what we think a farm in the future would look like and give reasons for our answers.	Past and Present We can explore Easter celebrations over time and discuss how they have changed for people who celebrate this event.	
	People, Culture and Communities We can discuss why people celebrate Pancake Day and understand what special time it marks the start of for Christians.	People, Culture and Communities We are learning how Cornish people celebrate St Piran’s Day. We can talk about how these celebrations compare with other special occasions that we celebrate.	People, Culture and Communities Mother’s Day We can explore different ways that people celebrate Mother’s Day. We can answer the question – do all communities celebrate in the same way?	People, Culture and Communities Ramadan We can explore how Muslim people celebrate Ramadan. We can talk about how these celebrations compare with other special occasions that we celebrate.	People, Culture and Communities Ramadan We can explore where Muslim people go to worship and compare this to other places of worship that we are aware of.	People, Culture and Communities We can explore farming in different countries around the world and look for clues in pictures to help match the farmers to the parts of the world.	
	The Natural World Sunflowers We can draw sunflowers in the style of Van Gogh	The Natural World We can begin to explain what plants and flowers need to survive.	The Natural World We can explain what plants and flowers need to survive.	The Natural World We can look after our seeds and draw pictures of our observations.	The Natural World We can look after our seeds and draw pictures of our observations.	The Natural World We can look after our seeds and draw pictures of our observations. We can begin to use	

