



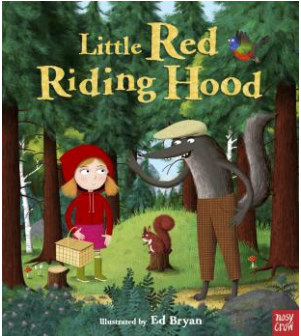
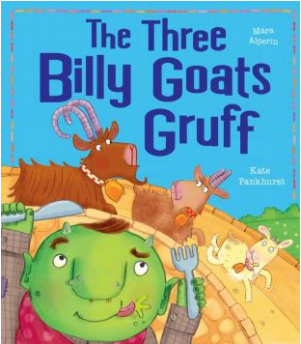

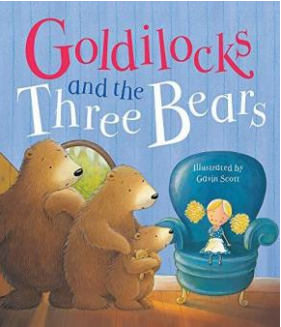
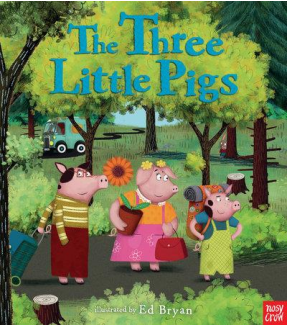


2023/2024 Medium Term Plans

Year Group: EYFS

Term: Spring 2

To inspire the children, we introduce a theme every half term which creates curiosity and wonder. The theme this half term is **'I wonder what this story is about?'** Learning related to the world around us e.g. the seasons and natural world will also run alongside this theme. Our short term planning and enhancements in our continuous provision incorporates ideas and interests from the children.



| Area of learning | Week 1 W/B 19/02/24 | Week 2 W/B 26/02/24 | Week 3 W/B 04/03/24 | Week 4 W/B 11/03/24 | Week 5 W/B 18/03/24 |
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| Key themes & learning  | Little Red Riding Hood | Three Billy Goats Gruff | Jack & the Beanstalk <i>Mother's Day afternoon (5/3/24)</i> <i>World Book Day (7.3.24)</i> | Goldilocks & the Three Bears (Parents' evening - 12th & 14th March) | Three Little Pigs Easter catwalk (21.3.24) |
| Key texts  |  |  |  |  |  |



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| <p>Personal, Social and Emotional</p>  | <p>Circle time- opportunities to promote discussion. <i>What would you put in your basket for grandma - what does your grandma like?</i></p> | <p>Circle time- opportunities to promote discussion. Discuss the character of the troll. What was his behaviour like? Why? Are there any other reasons why he might not want the goats to cross?</p> | <p>Circle time- opportunities to promote discussion. <i>Jack was very brave to climb the beanstalk - when is a time that you have been brave? What happened?</i></p> | <p>Circle time- opportunities to promote discussion. <i>Does Goldilocks behave in the correct way? What would you say to Goldilocks if you lived in the house?</i></p> | <p>Circle time- opportunities to promote discussion. <i>The 3rd pig took his time and worked hard - discuss perseverance & the importance of not giving up.</i></p> |
| <p>Communication and Language</p>  | <p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p> | <p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p> | <p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p> <p><i>As part of World Book Day children bring in and share favourite books across the week.</i></p> | <p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p> | <p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p> |
| <p>Physical</p> | <p>Encourage children to</p> | <p>Continue to develop</p> | <p>Continue to develop</p> | <p>Continue to develop</p> | <p>Continue to develop</p> |





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|  <p>P.E. sessions</p> | <p>use the two wheeler bike to practise their balance and riding skills. (throughout the weeks.)</p> <p>Continue to develop gross motor skills using the outdoors for large scale construction and painting/chalking.</p> <p>Continue to practise letter formation and develop handwriting skills using the Letter Families.</p> <p>PE: Basic ball skills - throwing & catching</p> | <p>gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Weekly fine motor activities.</p> <p>Continue to practise letter formation and develop handwriting skills using the Letter Families.</p> <p>PE: Basic ball skills - throwing & catching</p> | <p>gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Weekly fine motor activities.</p> <p>Continue to practise letter formation and develop handwriting skills using the Letter Families.</p> <p>PE: Basic ball skills - throwing & catching</p> | <p>gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Weekly fine motor activities.</p> <p>Continue to practise letter formation and develop handwriting skills using the Letter Families.</p> <p>PE: Basic ball skills - throwing & catching</p> | <p>gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Weekly fine motor activities.</p> <p>Continue to practise letter formation and develop handwriting skills using the Letter Families.</p> <p>PE: Basic ball skills - throwing & catching</p> |
| <p>Literacy</p>  | <p><u>Little Wandle Phonics</u></p> <p>Review Phase 3: ai,ee,igh,oa,oo,ar, or,ur,oo,ow,oi,ear</p> <p>Introduce what a sentence is and how to form one. https://www.youtube.com/watch?v=Rma2CK0zfEU</p> <p>Ask the children to use their knowledge of Little Red Riding Hood to sequence it using both story sequencing cards.</p> | <p><u>Little Wandle Phonics</u></p> <p>Review Phase 3: er,air Words with double letters Longer words</p> <p>Cont with sentence writing.</p> <p>Ask the children to use their knowledge of The Billy Goats Gruff to sequence it using both story sequencing cards.</p> | <p><u>Little Wandle Phonics</u></p> <p>Words with two or more digraphs.</p> <p>Cont with sentence writing.</p> <p>Favourite books focus for World Book Day. -Book reviews.</p> <p>*Bedtime Story Hour</p> <p>Ask the children to use their knowledge of Jack and the Beanstalk to sequence it using</p> | <p><u>Little Wandle Phonics</u></p> <p>Longer words Words ending in -ing Compound words</p> <p>Cont with sentence writing.</p> <p>Read the story of Goldilocks and the Three Bears to the children. Encourage them to join in with repeated refrains.</p> <p>Ask the children to use their knowledge of the</p> | <p><u>Little Wandle Phonics</u></p> <p>Longer words Words with s in the middle /z/s Words ending -s Compound words</p> <p>Cont with sentence writing.</p> <p>Read the story of The Three Little Pigs to the children. Encourage them to join in with repeated refrains.</p> <p>Retell the story in</p> |






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| | Compare different versions of the story – how are they similar/different? How are the characters different/similar in appearance and personality? | | both story sequencing cards. | story to sequence it using both story sequencing cards. Create a bear-themed book collection for children to enjoy that includes both fiction and non-fiction books. | groups. Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and puppets. |
| <p>*Writing focus</p>  | <p>Basic sentence writing skills https://www.youtube.com/watch?v=Rma2CK0zfEU Writing a simple sentence to describe a picture.</p> | | I like the story... because... (World Book Day link) | Children write a letter from Goldilocks to the Bears to explain how sorry she is. | |
| <p>Mathematics</p>  | <p><u>White Rose Maths:</u> Exploring 9 and 10 *(Spring 1 maths assessments)</p> | <p><u>White Rose Maths:</u> Number bonds to 10</p> | <p><u>White Rose Maths:</u> 1 more, 1 less</p> | <p><u>White Rose Maths:</u> Composition to 10</p> | <p><u>White Rose Maths:</u> Explore 3D shapes</p> |



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| <p>Knowledge and Understanding of the World</p>  | <p>As a class, draw a map to show Little Red Riding Hood how to get to Grandma's cottage.</p> | <p>Explore building bridges within teams using different construction materials.</p> <p>Introduction of Bee Bot and how to program him to go over the bridge to the green grass.</p> | <p>Fill a large transparent storage box with soil and plant some wild flowers or/and vegetable seeds so the children can see the roots as they grow.</p> | <p>Porridge / bed experiment. What makes a good bowl of porridge or a good bed? Experiment with different flavours to add to porridge. Offer children different materials to make a bed.</p> | <p>Children test which items they can 'huff and puff' off the table using straws and then sort the items.</p> <p>*Share the Easter story and the celebrations that some people choose to participate in.</p> |
| <p>Expressive Arts and Design</p>   | <p>Making hearts for Mother's Day afternoon. Use ribbons of various colours and sizes to create a large-scale weave on the frame in the outdoor area</p> <p>Provide a range of media for children to explore to draw their own wolf. Can they draw thin, fine lines to look like fur?</p> <p>Use of puppets and props to recreate their own story and change the ending.</p> <p>Self initiated painting /collage using a variety of media</p> | <p>Spring flowers paintings</p> <p>Use the crates and other outdoor construction equipment to make bridges.</p> <p>Use lolly sticks, Lego, wooden blocks, playdough to create different styles of bridges.</p> <p>Transient art- create a troll face using loose parts.</p> <p>Using playdough to create the troll character from the story.</p> <p>Self initiated painting /collage using a variety of media</p> | <p>Self initiated painting /collage using a variety of media.</p> <p>Printing with paint and leaves to make a beanstalk picture.</p> <p>*Mother's Day craft activities: fork painting to create tulips</p> | <p>Self initiated painting /collage using a variety of media.</p> <p>Using playdough / clay to create one of the bears from the story.</p> <p>Provide the children with props to enhance their pretend play within the home corner such as dressing-up clothes, chairs, bowls, spoons etc.</p> | <p>*Easter catwalk</p> |