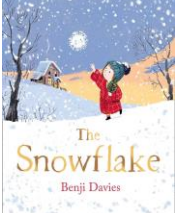




2024/2025 Medium Term Plans Year Group: EYFS Term: Spring 1

I wonder how things change?



To inspire the children, we introduce a theme every half term which creates curiosity and wonder. The theme this half term is ‘***I wonder how things change?***’ 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 06/01/25	Week 2 W/B 13/01/25	Week 3 W/B 20/01/25	Week 4 W/B 27/01/25	Week 5 W/B 03/02/25	Week 6 W/B 10/02/25
Key themes & learning 	I wonder how the seasons change?	I wonder how snow and ice can change?	I wonder how animals keep warm? Comparing the Arctic and the Antarctic	Lunar New Year: The Year of the Snake (29th Jan)	I wonder how animals adapt to their environment?	I wonder how I have changed? *Valentine’s Day
Key texts 	 	 	 		 	 



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 <p>Personal, Social and Emotional</p>	<p>Describe different feelings they experience using story books ('Where are you, Blue Kangaroo?').</p>	<p>Identify how to approach other people for help.</p> <p>Listening to each other's ideas and sharing them through circle time and promoted activities.</p>	<p>Compared to different animals, children can describe what they are like as a person.</p> <p>Listening to each other's ideas and sharing them through circle time and promoted activities.</p>	<p>Talk about healthy eating and how eating different foods can affect how our minds and bodies feel.</p> <p>Listening to each other's ideas and sharing them through circle time and promoted activities.</p>	<p>Exploring mindfulness activities (throughout the half term).</p> <p>Listening to each other's ideas and sharing them through circle time and promoted activities.</p>	<p>Who is special to you and why? Link to Valentine's Day.</p>
<p>Communication and Language</p> 	<p>Discussion about our Christmas holiday.</p> <p>*Focus on using the word 'because' to make our sentences (verbal) more interesting. E.g 'My favourite present was ... because...'.</p>	<p>Discussing and celebrating what makes us unique - link to how each snowflake is unique. Just as no two snowflakes are alike, no two people are alike. Our individual differences, our personality and life experiences all play an important role in shaping who we are.</p>	<p>Develop questioning skills relating to finding out information about penguins and other animals in the north or south pole.</p>	<p>Retell the story of the Lunar New Year race using story trays and props.</p>	<p>Use the book '<i>The Hipoo-NOT-amus</i>' to explore and discuss ways in which animals adapt to live in their environment.</p> <p>What do we do throughout the seasons to adapt to the change in temperature and weather?</p>	<p>Bring in a special item from home and tell the class all about it and why it is special to them.</p>
<p>Physical</p>	<p>Encourage children to use the two wheeler bike to practise their balance and riding</p>	<p>Continue to develop gross motor skills using the outdoors for large scale construction and</p>	<p>Continue to develop gross motor skills using the outdoors for large scale</p>	<p>Continue to develop gross motor skills using the outdoors for large scale</p>	<p>Continue to develop gross motor skills using the outdoors for large scale construction and</p>	<p>Continue to develop gross motor skills using the outdoors for large scale construction and</p>



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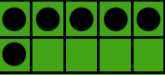

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	<p>skills. (throughout the weeks.)</p> <p>Encourage independence by putting on/ zipping up outdoor wear (throughout the weeks.)</p> <p>Continue to develop gross motor skills using the outdoors for large scale construction and painting/chalking.</p>	<p>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>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>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>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>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>Literacy</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes</p> <p>ai ee igh oa</p> <p>Mark making opportunities.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes</p> <p>oo oo ar or</p> <p>Tricky words</p> <p>was you they</p> <p>Mark making opportunities.</p> <p>Introduction to non fiction texts.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes</p> <p>ur ow oi ear</p> <p>Tricky words</p> <p>my by all</p> <p>Mark making opportunities.</p> <p>Reading stories linked to theme.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 3 graphemes</p> <p>air er</p> <p>Words with double letters: dd mm tt bb rr gg pp ff</p> <p>Tricky words</p> <p>are sure pure</p> <p>Mark making opportunities.</p> <p>Non fiction texts focus.</p>	<p><u>Little Wandle Phonics</u></p> <p>Longer words and compound words e.g. chicken, magnet, sun/set, lap/top</p> <p>Mark making opportunities.</p> <p>Non fiction texts focus</p>	<p><u>Little Wandle Phonics</u></p> <p>Assessment and review of Spring 1</p> <p>Retell stories using story trays.</p> <p>Mark making opportunities.</p> <p>Reading stories linked to theme.</p>







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<p>*Writing focus</p> 	<p>Favourite season writing</p>		<p>Healthy / non healthy foods writing</p>	<p>Compound words writing</p>	<p>Writing a card to let someone special know how much they mean to them.</p>	
<p>Mathematics</p> 	<p><u>White Rose Maths:</u> <i>Alive in 5.</i></p> <p>Weeks 1 and 2</p>		<p><u>White Rose Maths:</u> <i>Mass and Capacity</i></p> <p>Week 3</p>	<p><u>White Rose Maths:</u> <i>Growing 6, 7, 8</i></p> <p>Weeks 4 and 5</p>	<p><u>White Rose Maths:</u> <i>Length, Height and Time</i></p> <p>Week 6</p>	
<p>Knowledge and Understanding of the World</p> 	<p>Comparing the different seasons using books, videos and pictures.</p> <p>Talking about how the weather changes - recording the weather each day.</p>	<p>Investigating freezing and melting through first hand experiences.</p>	<p>Using the globe to talk about the North and South Poles, compared to our own area. Looking at penguins and their habitat.</p>	<p>Explain the Lunar New Year and what happens- use the computer to show videos and pictures. Looking at the book What did the tree see? to discuss how things have changed and evolved over the</p>	<p>Exploring how certain animals use camouflage to survive in their environment.</p>	<p>Look at the book Peepo and use it as a platform to compare past and present. -Compare baby photographs to what we look like now.</p> <p>Recap of learning: Review of the half</p>



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				years.		term - what have we learnt about things that can change?
<p>Expressive Arts and Design</p>  	<p>*Revisiting the colour wheel and colour mixing skills and knowledge.</p>  <p>Self initiated painting /collage using a variety of media.</p> <p><u>Music</u> Looking at different hand-held instruments and seeing how to play them to a beat and a rhythm. https://www.youtube.com/watch?v=ZTJYNVWd85o The</p>	<p>*Painting ice</p>  <p>*Making snowflakes - link to celebration of each other's uniqueness</p> <p>Self initiated painting /collage using a variety of media</p> <p><u>Music</u></p> <p>What's that sound?</p> <p>https://drive.google.com/drive/folders/16B8Ya1ECU-mu5YDIG1DEvcVOj</p>	<p>*Observational paintings of penguins.</p> <p>Self initiated painting /collage using a variety of media.</p> <p><u>Music</u></p> <p>Body percussion</p> <p>https://docs.google.com/presentation/d/1u7LYMB92OPs9tqJDuxLgygnSjyR6HolNHZa6bM8FGGs/edit?usp=drive_link</p>	<p>*Observational paintings of penguins.</p> <p>Self initiated painting /collage using a variety of media.</p> <p><u>Music</u></p> <p>Clapping in time to a rhythm.</p>	<p>*Explore clay, investigating how to manipulate it to create different shapes and experiment in using different tools to make different marks.</p> <p>Self initiated painting /collage using a variety of media.</p>	<p>*Explore clay, investigating how to manipulate it to create different shapes and experiment in using different tools to make different marks.</p>



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	<p>Tambourine Freeze - a freeze dance</p> <p>https://www.youtube.com/watch?v=bJPIMLMH_YE The Shaking Song - Simple Instrument Follow-Along Song</p>	<p>CXvaJGD?usp=drive_link</p>				
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