










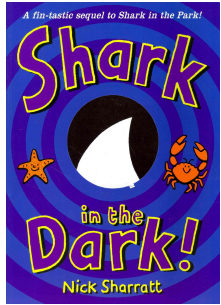
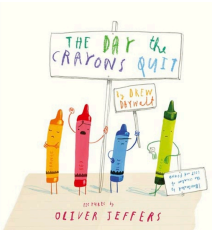

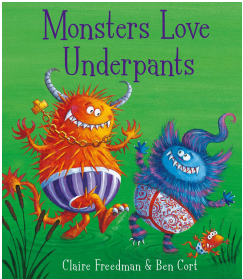
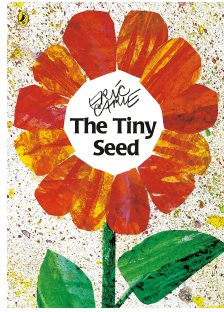


2024/2025 Medium Term Plans Year Group: EYFS Term: Spring 2

'I wonder what this story is about...'

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.



***Mystery parent / staff readers to start this half term - 3.00pm**

Area of learning	Week 1 W/B 24/02/25	Week 2 W/B 03/03/25	Week 3 W/B 10/03/25	Week 4 W/B 17/03/25	Week 5 W/B 24/03/25	Week 6 W/B 31/03/25
Key themes & learning 	Supertato series - by Sue Hendra 	Books by Nick Sharratt <i>Pancake Day (4.3.25)</i> <i>World Book Day (6.3.25)</i> <i>Bedtime story hour (7.3.25)</i> 	Books by Oliver Jeffers 	Traditional Tales 	Books by Claire Freedman <i>Mother's Day afternoon (26.3.25)</i> 	Books by Eric Carle <i>Easter catwalk (03.04.25)</i> 
Key texts 						



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<p>Personal, Social and Emotional</p> 	<p>Circle time- opportunities to promote discussion.</p> <p><i>Why is Evil Pea so unkind?! What do you think is making him unhappy? Are there any things that make you feel unhappy?</i></p>	<p>Circle time- opportunities to promote discussion.</p> <p><i>Use Nick Sharratt's 'You Choose' books to lead discussions on our likes and dislikes.</i></p>	<p>Circle time- opportunities to promote discussion.</p> <p><i>What is your favourite colour and why?</i></p>	<p>Circle time- opportunities to promote discussion.</p> <p><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.</p> <p><i>NSPCC: Pants are private / My body belongs to me.</i></p>	<p>Circle time- opportunities to promote discussion.</p> <p><i>What have you enjoyed doing this half term? Review and reflection of Spring 2.</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</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</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</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</p>



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		<i>As part of World Book Day children bring in and share favourite books across the week.</i>	to a vocab wall.	to a vocab wall.	to a vocab wall.	to a vocab wall.
<p>Physical</p>  <p>P.E. sessions</p>	<p>Encourage children to 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: Movement and spatial awareness</p>	<p>Continue to develop 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: Movement and spatial awareness</p>	<p>Continue to develop 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: Movement and spatial awareness</p>	<p>Continue to develop 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>Continue to develop 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>Continue to develop 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>



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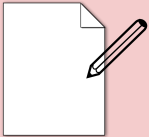
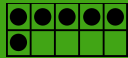

'I wonder what this story is about...'

<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>Learn about Sue Hendra - author fact file.</p>	<p><u>Little Wandle Phonics</u></p> <p>Review Phase 3: er,air Words with double letters Longer words</p> <p>Learn about Nick Sharratt - author fact file.</p> <p>Favourite books focus for World Book Day. -Book reviews.</p> <p>*Bedtime Story Hour</p>	<p><u>Little Wandle Phonics</u></p> <p>Words with two or more digraphs.</p> <p>Learn about Oliver Jeffers - author fact file.</p>	<p><u>Little Wandle Phonics</u></p> <p>Longer words Words ending in -ing Compound words</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 story to sequence it using both story sequencing cards.</p> <p>Create a bear-themed book collection for children to enjoy that includes both fiction and non-fiction books.</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>Learn about Claire Freedman - author fact file.</p> <p>Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and puppets.</p>	<p><u>Little Wandle Phonics</u></p> <p>Review of Spring 2 / Phonics assessments</p> <p>Learn about Eric Carle - author fact file.</p>
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<p>*Writing focus</p> 	<p>Differentiated Supertato writing frames.</p> <p><i>*Start teaching basic story structure - whole class / small groups.</i></p> <p>Once upon a time there was a...</p> <p>They lived in a ...</p> <p>One day they went to...</p> <p>They saw...</p> <p>They felt...</p>		<p>Writing own stories using basic story structure.</p>		<p>Creating a fact file book:</p> <p>Name</p> <p>Age</p> <p>Hair / eye colour</p> <p>Favourite colour</p> <p>Favourite animal</p> <p>Favourite food</p>	
<p>Mathematics</p> 	<p><u>White Rose Maths:</u></p> <p>Review of Spring 1 <i>*(Spring 1 maths assessments)</i></p>	<p><u>White Rose Maths:</u></p> <p>Building 9 and 10</p>		<p><u>White Rose Maths:</u></p> <p>Explore 3D shapes</p>		
<p>Understanding the World</p> 	<p>What makes a fruit a fruit and a vegetable a vegetable?</p> <p>Looking at vegetables that grow above and below the ground.</p> <p>Making salad bowls(?)</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.</p>	<p>Introduction of Bee Bot and how to program them.</p>	<p>Explore building bridges within teams using different construction materials.</p>	<p>Children test which items they can 'huff and puff' off the table using straws and then sort the items.</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><i>*Share the Easter story and the celebrations that some people choose to participate in.</i></p>



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<p>Expressive Arts and Design</p>  	<p>Potato printing</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>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>Making hearts for Mother's Day afternoon.</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>Observational painting - Spring flowers.</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>Self initiated painting /collage using a variety of media.</p> <p>*Easter catwalk</p>
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