

Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

SPRING 2

General Themes	PLANTING / SPRING / GROWING 	GROWING UP 	KEEPING HEALTHY 	EASTER 	
Spring 2 Literacy Texts				Spring 2 Poetry Basket Poems	<ul style="list-style-type: none"> • Spring Wind • Furry Squirrel • Hungry Birdies • A Little Seed • Stepping Stones • Mrs Bluebird
Possible Books to be used / sourced, which follow themes (which could be used if reflect particular interests)					

Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Communication and Language</p> 	<p>Listening: Understand why listening is important.</p> <p>Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition.</p> <p>Speaking: Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Begin to connect one idea or action to another. Use simple conjunctions ‘and’, ‘because’. Use talk to help work out problems and organise thinking and activities.</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day (in discussions and in conversation). • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR • (taken from Development Matters)
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Can make choices and communicate what they need. Can name people in school they can turn to if they need help or are worried.</p> <p>Manage behaviour: Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Self-awareness: Happy to stand up in assembly or in front of the class and share achievements with others.</p> <p>Independence: Can get dressed and undressed for PE sessions. Begin to show persistence when faced with challenges.</p> <p>Collaboration: Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Social skills: Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.</p> <p>Jigsaw theme – Healthy Me Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health.</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships (with peers and with adults) • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: Personal hygiene

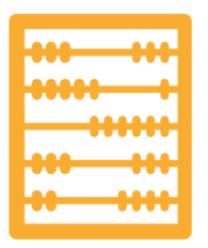
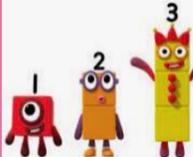
Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Physical Development</p> 	<p>Fine Motor Skills: Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Development of threading and cutting skills.</p> <p>Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>Gross Motor Skills: Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> <p><u>PE Hub – Gymnastics (Unit 1)</u></p> <ul style="list-style-type: none"> • Develop confidence in fundamental movements • Experience jumping, sliding, rolling, moving over and under apparatus • Develop coordination & gross motor skills 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Literacy</p> 	<p>COMPREHENSION Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p>	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read books consistent with their phonic knowledge.
	<p>WORD READING Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</p> <p>Phonics (Little Wandle)– Phase 3 Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear Review Phase 3: er, air, words with double letters, longer words Words with two or more digraphs Longer words, words ending in –ing, compound words Longer words, words with s in the middle /z/ s, words ending –s, words with –es at end /z/</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read books consistent with their secure phonic knowledge to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	<p>WRITING Emergent writing: Build words using letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spelling: Spell to write VC, and CVC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS		ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Mathematics</p> 	<p>NCETM Mastering Number Programme</p> 	<p>NCETM Mastering Number Programme will be used to cover all ‘Number’ aspects of Maths.</p> <p><u>In Spring term:</u> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
	<p>White Rose Maths</p> 	<p>White Rose Maths Hub will be used to teach all aspects of Shape, Space, Measure & Patterns.</p> <p><u>In Spring Term:</u></p> <ul style="list-style-type: none"> • Spatial awareness: Positional language • Shapes with 4 sides • Time: Night and Day • Measuring Mass • Measuring Capacity • Measuring Height, Length, Time 	

Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Understanding the World</p> 	<p>Chronology: Talk about and understand changes in their own and others’ lifetimes, by creating a class timeline (birth to now).</p> <p>Enquiry: Describe images of familiar situations in the past using books / nursery rhymes, such as, ‘When we were giants’ / Jack and Jill, etc. Identify features of growth and change.</p> <p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)</p> <p>Computing: Use Paint Spa programme to create Easter pictures</p> <p>Enquiry: Comment and ask questions about their immediate environment. Find out more about life cycles. Identify key features of a life cycle of a plant and animal, explain what plants need.</p> <p>RE: Incarnation: Why do Christians put a cross in an Easter Garden?</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them (by taking part in weekly Forest schools’ activities and making observations and drawing pictures of animals and plants. • Describe what they see, hear, and feel outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.

Dunnington CE Primary School – EYFS - Spring 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Expressive Arts and Design</p> 	<p>Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Design: Skill: Design & Make (using a variety of media – self-chosen)</p> <p>Art: Painting (Primary Colours) Drawing (Observational) Artist study – Piet Mondrian</p>  <p>Music: Charanga unit: 'Everyone' Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Learn to sing or sing along with nursery rhymes and action songs Improvise and play classroom instruments Sing and learn to play instruments within a song Share and perform the learning that has taken place</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.