

Early Years Foundation Stage Medium Term Plan Cycle B Spring 2 – Reception

Theme: Spring 2 2022	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Up in the air and down on the ground</i>	Spring Walk					
Focus:	On foot	By Road	On or Under Water	By Rail	Through the air (Space)	Anywhere and Everywhere
Our curriculum is responsive to the changing interests and needs of the children.						
Important Dates:		Pancake Day St David's Day World Book Day		Trip St Patrick's day	Mother's Day	EASTER
Opportunities for Exploring Diversity:	When looking at historical evidence ensure a range of ethnicities, cultures and gender are depicted Travelling songs in Spanish. Travelling Communities St David's Day St. Patrick's Day					
Books	Rosie's Walk We're Going on a Bear Hunt Alfie's New Shoes Walking Through the Jungle On the Way Home Last Stop on Market Street	Mr Gumpy's Motor Car Duck in a truck The Go Kart Non Fiction - Things That Go	Rainbow Fish Mr Gumpy's Outing Who sunk the boat? Mr Archimedes Bath	Train Ride Oi! Get off my train! Daniel's Train The Big Blue Train	Whatever Next	Aladdin Chitty Chitty Bang Bang The Easter Story Spot's Easter

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Communication and Language	Development Matters	How to be a good listener - use visual prompts as a reminder Good sitting, keep hands still, look at speaker, hear what is said, think about it					
	Listening and Attention	Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 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					
	Understanding	Understanding use of objects/transport - What do we use to help us travel? How has transport changed over time? Responding to simple instructions, extending to more complex two part instructions. Modelling 'how' and 'why' questions through stories, Adult Direct activities and Chil time. Asking who, what, when, how questions: What can you tell me about....? Use of prepositions and directions - link to Maths					
	Speaking	Extending vocabulary of words reflect their experiences through our topic of transport/Spring. Scaffold children's talk about their learning and experiences - model complex sentences, asking questions. (links to literacy) Articulate their ideas and thoughts in well-formed sentences Describe events in some detail					

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Personal, Social and Emotional Development	Self Regulation	Reinforcing rules for using resources and areas during Chil - always needs to be adult present, not going outside without adult, choose it, use it and put it away.					
	Building Relationships	Reinforcing rules and routines - lining up, washing hands, listening skills, Adults to scaffold and model friendly behavior, take turns and share, resolving conflicts particularly during Chil time. Developing a 'can do' attitude/resilience.					
	Managing Self	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Safety when travelling and crossing the road					
Jigsaw: Healthy Me	To understand that I need to exercise to keep my body healthy	To understand how moving and resting are good for my body	To know which foods are healthy and not so healthy and can make healthy eating choices	To know how to help myself go to sleep and understand why sleep is good for me	To wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	To know what a stranger is and how to stay safe if a stranger approaches me	

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Physical Development	Small/Fine Motor Skills	Links to all areas of learning - using construction, writing, using media and materials, maths • Uses one-handed tools and equipment - scissors, different sized paintbrushes, printing tools, mark making tools, hole punch, saw, hammer, stapler, tape dispenser, sellotape, cookery utensils, • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.					
	Linked to PSED (Managing Self)	How do we wash our hands properly? Why do we need to wash our hands?	Understand that we need to use equipment and tools safely - outside area/PE - games/ small tools e.g. scissors carrying them safely Playing Superhero games safely - discuss weapons and the harm they can do. Healthy eating - healthy heroes				
			What kind of food do Superheroes/ Super learners need give them energy, be strong and healthy? Introduce new food at snack time can chn try some super veggies/fruits?				
		Dressing/ Observing the effect of activity on our bodies - link to PE/ Outside area during CIL time Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Safety when travelling and crossing the road					

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	See PE Passport discrete PE planning Gym - Flight - Bouncing, Jumping & Landing	To jump in a variety of ways Dance with Saracens	To jump showing good technique throughout take-off and landing	To jump through turns with control	To jump and show a tucked body shape in the air	To change leg positions whilst in the air	To execute a variety of jumps and leaps with control
	Gross Motor Skills	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 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. 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.					

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Literacy	Phonics	Teach the five vowel digraphs ai (ay), ee (or), igh, oa, oo/oo	Teach the vowel digraphs ar or ur/er ow oi	Teach the vowel trigraphs ear, air, ure	Phonics Consolidation	Phonics Consolidation	Phonics Consolidation
	Letters and Sounds: Phase 3	Practice previously learnt letters and sounds a-z, ll, ff, ss, zz, ck, qu, ch, sh, th, ng, Practice blending to read words (CVC) Practice segmenting to spell words (CVC) Teach reading the tricky words was, my you Teach spelling the tricky words no, go, I, the, to Practice reading captions and sentences Practice spelling captions and sentences	Practice previously learnt letters and sounds a-z, ll, ff, ss, zz, ck, qu, ch, sh, th, ng, ai, ee, igh, oa, oo/oo Practice blending to read words (CVC) Practice segmenting to spell words (CVC) Teach reading the tricky words her, they Teach spelling the tricky words no, go, I, the, to Practice reading captions and sentences Practice spelling captions and sentences	Practise previously learnt letters and sounds a-z, ll, ff, ss, zz, ck, qu, ch, sh, th, ng, ai, ee, igh, oa, oo/oo, ar, or, ur/er, ow, oi Practice blending to read words (CVC) Practice segmenting to spell words (CVC) Teach reading the tricky words all, are Teach spelling the tricky words no, go, I, the, to Practice reading 2 syllable words Practice reading captions and sentences Practice spelling captions and sentences	Writing linked to our trip	Writing linked to Easter	Writing linked to Easter
					Practise blending to read words (CVC) Practise segmenting to spell words (CVC) Teach reading the tricky words he, she, we, me, be, was, my, you, her, they, all, are Teach spelling the tricky words no, go, I, the, to Practice reading 2 syllable words Practice reading captions and sentences Practice spelling captions and sentences		

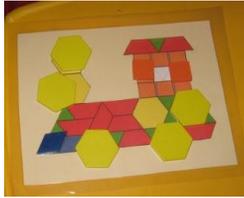
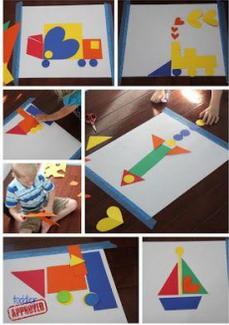
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	Reading	Rosie's Walk We're Going on a Bear Hunt Alfie's New Shoes	Mr Gumpy's Motor car Duck in a truck The Go Kart Non Ficton - Things That Go	Rainbow Fish Mr Gumpy's Outing Who sunk the boat? Mr Archimedes bath	Train Ride Oi! Get off my train! Daniel's Train The Big Blue Train	Whatever Next	Aladdin (clip) Chitty Chitty Bang Bang (clip)
	Writing Ongoing writing within the Role Play area and graphics area	Going on a bear hunt small world display - positional language labels, 'noise' words, captions	Labels, captions and sentences linked to phonics, UW and books read. Who would you take on your journey? What can you see out of the window? Etc.		Writing Mother's Day cards and Easter cards		Write own travel adventures

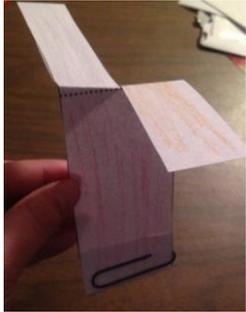
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Mathematics	Herts Reception Essentials Planning	RSL 7: Using Counting to Compare Step 1: Use one to one correspondence to compare quantities Step 2: Use counting to compare totals Step 3: To count forward and backwards to identify a difference		RSL 8: Spatial Thinking Step 1: Knowledge and application of the language of position Step 2: Knowledge and application of directional language in the real world Step 3: Comparing routes Step 4: Explaining routes and positions of objects in scaled versions of known environments Step 5: Explaining routes and positions of objects in represented known environments where objects are replaced by abstract symbols			

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	<p>Additional Possible Maths Activities to supplement</p>	<p>Positional Language - linked to Rosie's Walk and We're going on a bear hunt</p>	<p>Recognising 2D shapes and their properties to create pictures of wheeled transport.</p> 	<p>Using tessellating shapes to create pictures of trains</p>  <p>Train patterns - repeating pattern carriages</p>	<p>Making boxes from nets to go with their 3D paper mache hot air balloons.</p> <p>Recognising 2D shapes and their properties to create pictures of rockets etc.</p> 	<p>Easter maths Subtraction of eggs, Easter egg hunt; how many have you got etc.</p> <p>Revision of the number 12 - 12 disciples linked to Easter story and decorating a Simnel cake with 12 mini eggs/smarties</p> <p>Repeated patterns and shapes on Easter eggs. Symmetry -</p> <p>Easter cooking - weighing and measuring</p>
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Understanding the World	People, Cultures and Communities	<p>Where do you live?</p> <p>What journeys do you go on?</p> <p>How do you travel? Compare our modes of transport to travelling 50 years ago</p> <p>Looking at maps/Google Earth etc.</p> <p>Making a map of getting to school - linked to a Spring Walk</p> <p>What did we see on our walk and where?</p>	<p>Different types of vehicles (2, 3, 4 wheeled)</p> <p>History of transport (bicycles, buses, horse and cart, cars etc)</p> <p>(Link to phonics - road signs, markings etc)</p>	<p>Under the sea</p> <p>Different types of boats</p> <p>Floating and sinking</p> <p>Making/using Periscopes with mirrors</p> <p>Noah's Ark - Faith Story</p>	<p>Train ride Trip</p> <p>Different types of trains</p> <p>History of Trains</p> <p>Clip of Hogwarts express</p>	<p>History of planes/helicopters</p>  <p>History of Space travel - launching moon landing etc. View of Earth from space.</p>	<p>How Christians celebrate Easter</p> <p>Easter Story - exploring the symbols of Easter</p> <p>Easter cookery - looking at kitchen appliances Hot Cross buns, Easter Nest, Simnel cakes</p>
	The Natural world	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>					

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	Technology	Adult Directed - Bee Bots, Remote control quad bikes, cars Photograph the cars in the car park Cooking - traffic light biscuits				
	Discrete ICT Looking at Technology in the environment when we are out and about	Discrete ICT Mouse skills - Paint a steam train	Discrete ICT Directional/position al language Direct the car to different places around town	Discrete ICT Directional/positi onal language Direct the fish to different places under the sea/ boat around the islands	Discrete ICT Mouse skills - build a spaceship	Discrete ICT Easter egg patterns

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Expressive Arts and Design	Creating with Materials	Different media Foot prints Making Maps Small World Display - We're going on a Bear Hunt - features, labels and captions	3D models of cars, bikes, carts etc. Using dowel as an axle to have moving wheels.	Rainbow Fish display Making different boats/rafts	3D models of trains. Using dowel as an axle to have moving wheels.	3D models of planes, helicopters, rockets Making mini Hot Air balloons with paper mache	Easter card and crafts/art	
	Being Imaginative and expressive	Ongoing - Spring Art Painting, printing pictures of vehicles Model making - Vehicles						
		Role Play: Post Office, Train, Aeroplane/airport						
		Small World: Going on a bear hunt	Small World: Mr Gumpy's Motor Car	Small World: Mr Gumpy's Outing	Small World: The train ride	Small World: Space scene		
Music - Teaching songs to perform, rounds The Wheels on the bus - singing hands 4 Wonky bicycles Row Row Row your boat Travelling Songs								