

Feniscowles Primary School Medium Term Planning EYFS Spring 2: New life and Changes: Prime Area Knowledge and Skills

Physical Development

Gross Motor Skills

PE Passport: Hungry Caterpillar

Children will perform the basic skill of jumping

Children will travel in a variety of ways low to the ground.

Fundament Movement Skills

Jumping for distance Running fast Travelling on hands and feet Hopping Catching Jumping for distance Overarm throw Skipping Caterpillar walk

Balance on small and large body parts One-foot balance

Skipping Jumping Rock and Roll Egg roll Teddy roll

Pencil roll Forwards roll Jumping for distance Running fast

Underarm throw/ Overarm throw Travel on hands Travel on feet Climbing Balancing on small and large body parts

Jumps.

PE Passport: Rosie's Walk

Children will jump and land appropriately.

Children experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.

Children will climb under, over and through climbing equipment.

Fundament Movement Skills

Running Fast Jumping for Distance Hopping Catching

Underarm throw Overarm thro

Balance on large and small body parts

Jumping off and landing Skipping Run Sliding

Travelling on hands and feet Shuffling Balance on one leg

Animal Walks Travelling on hands and feet

Fine Motor Skills

A&D 1) Children will develop confidence with scissor skills; exploring the differences when cutting a range of materials. Children will be able to cut out straight, wavy, zig zag lines, shapes and pictures.

Key vocabulary : scissors, blades, handle, snip, cut, straight line, zig zag, wave, thumb, fingers, Elbow

A&D 2) Children will build on their fine motor skills when threading a range of materials in different ways. Children demonstrate good fine motor skills when threading, children will hold their hand steadily and thread with accurate. *Key Vocabulary: thread, pinch, push, pull, through, under, over, up, down, pattern.*

A&D 3) Children will explore techniques for joining paper and card; using a range of tools and equipment. Children will be able to attempt to join materials effectively using the techniques using—glue, tape, split pin, paper clip, tie

Vocabulary—glue, tape, split pin, paper clip, tie, string, slot, flange, join, fix, sturdy, wobbly.

Personal, Social and Emotional Development

Self-Regulation Managing-Self Building Relationships

Puzzle 4 Healthy Me

Piece 1 Everybody's Body!

Children will understand that they need to exercise to keep their body healthy.

Piece 2 We like to Move it Move it!

Children will know which foods are healthy and not so healthy and will talk about making

Piece 3 Food Glorious Food!

Children will know what the word 'healthy' means and that some foods are healthier than others.

Piece 4 Sweet Dreams

Children will understand how they can help themselves to fall asleep and why sleep is good for

Piece 5 Keeping Clean

Children will know how to wash their hands thoroughly and why it is important especially before they eat and after they use the

Piece 6 Stranger Danger

Children will know what a stranger is and know what to do if a stranger approaches them.

Key Vocabulary: Motivation, Life-style, Choice, Relax, Unhealthy, Healthy

Balanced diet, Energy, Nutritious.,

Communication and Language

Listening, Attention and Understanding

Children will listen attentively in a range of situations.

Children will follow more complex instructions using a three part sequence.

Children will build on their knowledge of rhymes, poems and songs.

Computing 1 : Children will be able to understand the meaning of directional arrows. Children will be able to follow a simple sequence of instructions when using the beebots

Vocabulary—forward, back, backwards, right, Left, arrow, direction, turn, straight on, directions, Route

Computing 2) - Children will experiment with programming a Bee-bot. Children will tinker with hardware to develop familiarity and introduce relevant vocabulary : *forward, back, backwards, right, Left, arrow, direction, turn, straight on, directions, Route*

Computing 3) Children will experiment with programming a Bee-bot and to learn how to give simple commands. Children will learn to debug instructions, with the help of an adult, when things go wrong
Vocabulary: Algorithm, Debug, Back, Forward, Backwards, Right, Left, Arrow, Circle, Direction, Turn, Straight on, Directions, Program, Instructions, Sequence

Computing 4) Children will learn that an algorithm is a set of instructions to carry out a task, in a specific order. Children will follow an algorithm as part of an unplugged game. Children will learn to debug instructions, with the help of an adult, when things go wrong.
Key Vocabulary: Forward, Back, Backwards, Right, Left, Arrow, Direction, Turn, Straight on, Directions, Program, Algorithm, Instructions, Sequence, Debug

Computing 5) Children will experiment with programming a Bee-Bot and to learn how to give simple commands. Children will learn to debug instructions, with the help of an adult, when things go wrong.
Key Vocabulary: Forward, Back, Backwards, Right, Left, Arrow, Direction, Turn, Straight on, Directions, Program, Algorithm, Instructions, Sequence, Debug

Speaking

Children will retell stories in more detail.

Children will retell stories using their own words and use descriptive language.

Children will respond to discussions with questions or comments using more complex sentences.

Children will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they happen.

Children will know what a plant needs to grow such as water, light, soil,

Charanga - Our World

Children will think of new and different ways to find the pulse.

Children will pitch high and low sounds.

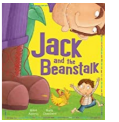
Children will make up their own rhythm on an untuned instrument.

Children will sing and play glocks to parts of songs.

Children will listen and respond to different nursery rhymes.

Children will play high and low games using a different pitch.

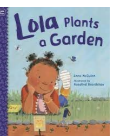
Jack and the beanstalk - ALperin



Plant the Tiny Seed Matheson



Lola Plants a Garden - McQuinn



From egg to chicken - Bedoyere



Hattie Peck - Levy

Number / Numerical Patterns

Number and Place Value Children will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will learn number bonds to 10 using the part-whole model and tens frame.

(ELG— Number Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system)

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- ten frame, count, how many, total, altogether
- count forwards, count backwards
- same, different, odd one out
- more, fewer, greater, more than, less than, compare, fewest

Measure Children will learn to measure length, height and distance using practical objects. They will be taught how to line up objects to compare in different ways. They will use non standard units of measurement.

- large/larger/largest, bigger, small/smaller
- longer/longest, shorter/shortest, tall/taller/tallest, further/furthest
- heavy/heavier/heaviest, light/lighter/lightest
- same, different, amount, widest, thinnest
- length, width, height, weight
- equal, the same, balanced, balance scale
- estimate, predict, check, measure, compare, order

Number bonds to 10 Children will learn number bonds to 10 using the part-whole model and tens frame. They will learn how many more they need to make 10 and know how to explain their answer. They will learn and use STEM sentences.

ELG— Number Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system)

Addition and Subtraction Children will add, subtract and problem solve using practical objects. They will work out how many altogether and how many are left, explaining their answers. They will use their knowledge of number bonds to solve simple problems.

.. (Number ELG: Have a deep understanding of number to 10, including the composition of each number Subitise up to 5 Automatically recall number bonds up to 5 and some number bonds to 10, including double facts Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

- *count, part, whole,*
- *altogether, how many, total*
- *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*
- *addition, adding , subtraction, taking away, less, together, counting*
- *more, fewer , less, least*

4) Geometry—properties of shape — Exploring patterns Children will make simple patterns and talk about what might come next. They will talk about the things that repeat and continue repeating patterns. They will look closely at different patterns and spot mistakes. They will begin to explore more complex patterns, including 3 step patterns. They will look at shape patterns and try to spot shapes within other shapes.

- *pattern, repeat, same, different, continue*
- *shapes, before, next, after that, mistake*

EYFS Spring 2: New life and Changes: Knowledge and Skills Specific Areas

Literacy

Comprehension

Children will be able to create their own versions of stories using a story path and answer why, when and how questions relating to their story.

Children will be able to predict what might happen next and talk about key events in stories.

Children will know that stories have a beginning, middle and end.

Word Reading

Children will recap the previously taught graphemes by saying the phonemes for them and learn longer words ending in ‘ing’ Children will learn compound words.

Children will learn longer words, words with s in the middle /z/ s words ending – s words with –es at end /z/ nd..

Children will recap the previously taught tricky words and secure spelling them.

Children will continue to read simple sentences.

Children will be able to read back their simple sentences, labels,

Writing

Children will continue to write simple sentences using capital letters, finger spaces and full stops when writing independently.

Children will learn to write simple 3 step instructions.

Children will be able to write down observations that they have made.

Children will create their own rhymes (linked to growing/ Jack and the Beanstalk.)

Children will use adjectives to describe a Character.

Children will continue to write for a variety of different purposes such as labels, letters, leaflets, posters and speech bub-

Understanding the World

The Natural world—Science

Waterproof Materials (Dt1)

Children will investigate and learn about waterproof materials. Children will conduct a test in groups and observe what happens when they pour water through various samples before reporting back to the class what they discovered.

Children will know that waterproof means a type of material that keeps out water.

Children will be able to categorise which materials are waterproof and those that are not.—cotton wool, paper, bin bag, felt, cling film, tin foil.

Children will be able to articulate their thoughts, making predictions and observations about the different materials.

Waterproof, material, absorb, leak, wet, dry, prediction, variable, fair test, experiment, Investigation

Floating and Sinking (DT2)

Children will know that floating means an object stays on top of the water.

Children will know that sinking means. that the object will fall to the bottom of the surface.

Children will be able to make predictions about whether an object will float or sink before they test their ideas as part of an experiment to see what will happen.

Key Vocabulary: prediction, fair test, experiment, investigation, float, sink

Biology: Animals and Plants:

Collins 1) What does an Earthworm do? Children will be able to talk about their observations of earthworms and what they notice them doing.

Children will be able to distinguish where earthworms live and name three other animals that may live there

Children will know that earthworms cannot see as they do not have eyes. (Cells detect day and night)

Children will be able to recognise which animals might eat an earthworm: Rats, birds, foxes and moles. Children will be introduced to the term ‘predator’.

Key Vocabulary: animal, earthworm, soil, predator.

Collins 2) Biology: Is all of a plant green?

Children will be able to describe a range of familiar plants, including flowering and non-flowering species (Daffodils, snowdrops, grass, cacti, sunflowers) naming and describing some simple features of these (colour, size, shape of leaves, flower, cress, cress seeds)

Children will be able to observe and record in written the changes that occur as their cress grows.

Children will be able to identify that a plant needs water, sunlight and soil to grow.

Children will be able to confidently label the following parts of a flower: stem, roots, petal, leaf.

Children will be able to recognise the life cycle of a chick: a chicken lays an egg, that hatches into a chicken.

Children can identify some animals that lay eggs and talk about the young animals that hatch from them (Chickens, Turtles, Frogs)

Key Vocabulary: adult, chick, duckling, egg, hatch, hatchling, turtle, young

R.E

Children will be able to discuss special times that they have had.

Children will say why Sukkot is a special time for Jewish people

What do other people celebrate? Children will be able to recall simple stories connected with other festivals: Diwali, Christmas and Sukkot

Children will be able to recall the Easter story using props.

Children will recognise that Christians believe that Jesus died on the cross and came back to life

R.E Easter: Children will know that Easter is a Christian holiday celebrating Jesus Christ.

Expressive Arts and Design

Creating with Materials/ Being Imaginative and Expressive

A&D 4) Children will be able to manipulate the paper to achieve the desired effect.

Children will learn to fold, cut and curl paper to make colourful paper snakes.

Key vocabulary: fold, bend, crease ,roll, wrap, strip, cut

A&D 5)Children will refine their drawing and colouring skills to create a design for a tissue paper flower. Pupils will be able to create a realistic design for their flower.

Key Vocabulary: design, Plan, create, blue, red, yellow, orange, green

A&D 6)Children will be able to tear, scrunch and glue the tissue paper to create the desired effect. Children will use their flower designs from the previous lesson to create colourful tissue paper flowers.

Key Vocabulary : Design, plan, create, rip, tear, glue, stick, scrunch, pattern, red, yellow, orange, pink, Green.

Spring craft: Petal mandala sun-catchers

Children will know that a mandala is a circular figure representing Hindu and Buddhist.

Children will be able to use the images of mandalas to inspire their own creations.

Children will be able to use their fine motor skills to place the petals where they want to complete their design

Key Vocabulary: Mandala, sacred, circular, symmetrical, Design, Hinduism, Buddhism, Pattern