

The Journey Home

EYFS Medium Term Plan
Spring 2

	Learning intentions (Development matters/ ELG's) What do we want the children to learn?	Learning Opportunities:	Adult Led Activities: How will we enable this learning to take place?	Resources, events, outings and visitors:
Personal, Social & Emotional Development	<p>I can talk about the things I am good at and am beginning to verbally express my needs, wants, interests and opinions.</p> <p>I can show that I am developing the ability to negotiate with others and solve problems without aggression.</p> <p>I can initiate conversations with others through words or actions and respond to what they say.</p>	<ul style="list-style-type: none"> • Feelings - looking at facial expression. • Looking after our friends when things go wrong. • Circle times - weekly PSHE lessons, to support children to discuss their emotions and support them to speak in front of the class • Opportunities for the children to work together to, build friendships and to solve their own conflicts. • Confident to try new activities and speak in familiar groups. 	<ul style="list-style-type: none"> • Family trees - who is in my family? Who looks after them and what makes them feel special? • Working as part of a group or class adjusting to the situation - Mud kitchen, role play. • Show and Tell- What are mealtimes like at your house? What are bedtimes like? Talk about birthdays • Hattie is afraid of heights - is there anything you are afraid of? How can we overcome our fears? 	<p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> • Children's attentiveness to others e.g. when a child is telling about something they have done. • How children show their feelings. • How children wait for their turn, share resources. • Children's confidence to speak in a small group.



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Communication and Language	<p>I can retell simple stories or anecdotes, either from a book or experience that has happened to me.</p> <p>I can demonstrate that I am maintaining attention, concentrating and sitting quietly during appropriate activity.</p> <p>I can follow and understand stories, rhymes and jokes without pictures or props.</p> <p>I can understand simple questions using 'how' and 'why'.</p> <p>I can ask questions about things in the past or future and change the verb endings appropriately.</p> <p>I can use imaginative vocabulary to recreate roles and experiences in play situations and will introduce a narrative.</p>	<ul style="list-style-type: none"> • Talk about personal experiences in circle time and discussions. • Use imaginative talk in role-play, small world and puppet play. • Join in with stories, rhymes and songs. • Small group activities • Circle time • Range of books (fiction and non-fiction) • Link own experiences to books 	<ul style="list-style-type: none"> • Texts: The Journey Home, A great big cuddle, Hattie Peck, The way back home. • Small world play • Small world (communication and language table) - Animal books/writing resources/farm animals • Re-tell stories with props, toys and puppets. • Describe events in some detail from the story 'The Journey Home.' • Create a story map using pictures as prompts to retell the story. • Listen to and talk about stories to build familiarity and understanding. • Listen to and talk about selected non-fiction books about animals to develop a deep familiarity with new knowledge and vocabulary. 	<p>Circle time resources</p> <hr/> <p>Look, Listen, Note</p> <ul style="list-style-type: none"> • Children's vocabulary. • Children who listen and respond to stories. • Children who respond to questions. • Children who speak in sentences.



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Physical Development	<p>I can successfully negotiate space in a range of environments and can use balancing and climbing equipment with confidence.</p> <p>I can use a pencil and hold it effectively to form recognisable letters some of which are correctly formed.</p> <p>I can show through words and actions that I am developing an understanding of why I need to sleep and manage my basic hygiene.</p> <p>I can show through my actions that I understand the need to transport and store equipment safely.</p>	<p>Gross motor skills:</p> <ul style="list-style-type: none"> Explore a range of climbing and balancing apparatus, wheeled toys, bats and balls, hoops etc. in the outdoor area. Join in PE lessons - focus on travelling and space. Play sending and receiving games with bats and balls, bean bags, hoops etc. <p>Fine motor skills:</p> <ul style="list-style-type: none"> Threading beads, reels, pasta etc. Using tweezers to sort small apparatus e.g. beads Make models using scissors, glue, tape. Use paintbrushes and mark makers Use pencils for drawing and writing Model with clay, dough, rolling pins and cutters etc. Fastenings - dressing for winter. <p>Health:</p> <ul style="list-style-type: none"> Understand the use of space indoors and outdoors. 	<p>Linked to focus text:</p> <ul style="list-style-type: none"> Design a city using large play equipment and construction to use as a base for role play As animals travel across various equipment, explore different ways of travelling: teetering across treacherous ledges, soaring through, sliding, creeping Use big blocks or large loose parts to recreate the journey. Mark making - Going on a journey through different settings, focusing on gross and fine motor skills, then into mark making 	<p>Finger gym</p> <p>Materials for creative area/activities</p> <p>Communication and language table - writing resources</p> <p>Mark making in all areas of provision</p> <hr/> <p>Look, Listen, Note</p> <ul style="list-style-type: none"> Children's' free spontaneous movement and how they demonstrate control. The tools children use for different effects. How they demonstrate handling different equipment safely. How children hold a pencil and other mark making tools.



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<p>Literacy</p>	<p>I can show I understand that information can be retrieved through reading books and computers.</p> <p>I can orally blend and segment VC/ CVC words</p> <p>I can link sounds to letter shapes and segment the sounds in CVC words, blending them together for reading.</p> <p>I can use some clearly identifiable letters to represent sounds in sequence in my writing including identifying and representing initial sounds.</p> <p>I can articulate what I intend to write and differentiate between the 'words' that I have written when reading back.</p> <p>I can identify 10 or more phase 2 graphemes</p> <p>Blend and segment in order to spell VC and CVC words</p> <p>Read , identify and write phase 2 tricky words</p>	<ul style="list-style-type: none"> • Look at books alone and with others. • Read class labels, lists and signs. • Recognise their own name. • Talk about pictures in books • Books in reading area • Range of resources in writing area e.g. plain paper, lined paper, note pads, envelopes, pencils, pens, glue, scissors etc. • Practise forming letters - morning books, writing area, pencils, pens, chalk, paint, sand, dough. • Join in with stories, rhymes and songs. • Phonics games • Interactive games on whiteboard linked to literacy/phonics • Phonics small groups • Communication and Language groups • Opportunities for mark making in role-play, construction etc. • Circle time • Write name at every opportunity • Look at a range of information books about London. 	<ul style="list-style-type: none"> • Texts :The Journey Home, A great big cuddle, Hattie Peck, The way back home, Non-fiction books. • Collect vocabulary and create a word wall with all new vocabulary. • Form letters in name correctly using pens, pencils, paints, sand. • Write phrases and sentences linked to London and focus text 'The Journey Home.' • To continue with phase 3 phonic sessions (Little Wandle) • Pathways for writing - small group activities. • Write with a different range of media - e.g. fake snow (grated soap) or shaving foam. 	<p>Look, Listen, Note</p> <ul style="list-style-type: none"> • Children's knowledge of initial sounds • How they link sounds to letters e.g. in writing • How children handle books • How children use writing to record things • Children's formation of letters.



Foundation Stage Medium Term Plan

Enrichment Opportunities: Animals/Lifecycles

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<p>Mathematics</p>	<p>I can show increasing confidence working with mathematical problems and can record, interpret and explain my thinking.</p> <p>I can recognise numerals from 0 to 10 and select the correct numeral to represent a set of objects.</p> <p>I can show that I am beginning to be able to use mathematical language to name and talk about 2D and 3D shapes.</p> <p>I can show an increasing confidence using measures in my play e.g. ordering two or three items by length, height, weight, distance or capacity.</p> <p>Use the part whole method to begin to understand addition</p>	<ul style="list-style-type: none"> • Sing number songs and rhymes • Count forwards and backwards 1- 5, 1-10, 1-20. • Compare and represent numbers up to 10 • Subitising and counting reliably up to 10 • One more and one less within ten • Number bonds to 10 • Doubles to 10 • Exploring 3D shapes • Explore and compare length and height • Order and sequence time • Adult led small number groups • Resources in all areas • Number area 	<ul style="list-style-type: none"> • Design a hat and scarf for Hattie using repeating patterns • Number match with animals • Counting animal legs - adding together • Laying the table ready for mealtime • Size linked to beds, scarves, bath tubs, bowls, • Sorting with feathers - colour and size animal patterns 	<p>Resources in number area Number games 2D 3D shapes Challenge cards Digit cards Number lines Cubes Sorting objects Number books</p> <p>Containers in water and sand</p> <p>ICT games</p> <p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> • How they use numbers in play. • How they solve and talk about problems involving number. • Children's use of mathematical language.



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Understanding the world	<p>I can show what I know about festivals and celebrations within my own culture through words or actions</p> <p>I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.</p> <p>I can use technology to enhance my play such as using a lightbox to create artwork, a tablet to look at a book or a device to take a picture of my work</p>	<ul style="list-style-type: none"> • Explore textures such as wet/dry sand, dough, gravel, leaves, bark. • Observe things closely, record through drawing and modelling. • Use small world and role play to explore environments. • Experiment with changing materials - looking at floating and sinking. 	<ul style="list-style-type: none"> • Animals that live in caves and/or hatch from eggs • Chicks from Living Eggs - children to look at the life cycle/care for chicks. • Similarities and differences between themselves and others - book discussions on family and homes • Making parachutes - looking at different materials that protect an egg. • Seasons linked to snow and rain 	<p>Look, Listen, Note</p> <ul style="list-style-type: none"> • How children respond to change and patterns. • Instances of children identifying features of living things and objects. • How children investigate objects and materials. • The way children build things/make things. • How they choose different things.



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<p>Expressive Arts and Design</p>	<p>I can select and use simple tools and techniques competently and appropriately to shape, assemble and join materials.</p> <p>I can work with others to develop a group narrative within imaginative play, taking on board the ideas of others</p>	<ul style="list-style-type: none"> • Sing a range of simple songs and rhymes. • Make music through singing, body sounds and musical instruments. • Listen to a wide range of music. • Respond to music through painting, drawing, writing and dance. • Looking at different songs/instruments using Charanga music scheme. 	<ul style="list-style-type: none"> • Singing different songs: "Old McDonald Had a Farm" and other nursery rhymes • Using a range of art media create big art, cities, new settings, animals and Hattie • Animal patterns • Making parachutes - looking at different materials that will protect an egg • Role play opportunities/small world • Make Mother's day cards 	<p>Boxes</p> <p>Books</p> <p>Range of resources in creative area</p> <hr/> <p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> • How children respond to different experiences e.g. moving to a sound. • How children mix colours. • The decisions they make about colour choice. • How they experiment with different creative materials. • Responses to different sounds and music. • How they use sound to extend play.