


Medium Term Plan  
EYFS – Term 2 – 2024/2025

	<p style="text-align: center;"><b><u>Term 2: Toys</u></b></p> <p><b><u>Focus texts</u></b> <b>Nothing</b></p>
<p><b>Communication and Language</b></p>	<p><b>LISTENING, ATTENTION AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>To answer how and why questions.</li> <li>To listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>To understand what instructions are and what they can be used for.</li> <li>To follow two step instructions. For example first...then</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>That talk helps them to organise themselves and their play.</li> <li>To initiate conversations in order to invite others into their play.</li> <li>To recite songs, rhymes and stories using copying and repetition.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>SELF REGULATION - 'Relationships' (PSHE)</b></p> <ul style="list-style-type: none"> <li>To show increasing consideration of other people's <b>needs</b>. Such as offering to <b>share</b> a resource they are using.</li> <li>To gradually use more impulse control in favourable conditions. For example, starting to negotiate when a peer has a toy they would like to use.</li> <li>To recognise a feeling such as happy and sad and what may have caused that.</li> <li>To understand what instructions are and what they can be used for.</li> <li>To follow two step instructions. For example first...then...</li> </ul> <p><b>MANAGES SELF</b></p> <ul style="list-style-type: none"> <li>To describe a range of different food <b>textures</b> and <b>tastes</b> when trying a new food.</li> <li>To describe a range of different food textures and tastes when trying a new food.</li> <li>To notice changes when food items are <b>combined</b> and <b>baked</b> in the oven.</li> <li>To notice changes that happen when objects and foods are exposed to cold temperatures.</li> </ul> <p><b>BUILDING RELATIONSHIPS - 'Relationships' (PSHE)</b></p> <ul style="list-style-type: none"> <li>That a supportive adult can help them to <b>resolve conflict and problems</b>.</li> <li>To understand their own and other people's feelings, offering empathy and comfort, such as when a peer is hurt or upset.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>GROSS MOTOR SKILLS</b></p> <p><b>Ball Skills: Unit 1</b></p> <ul style="list-style-type: none"> <li>To develop rolling a ball to a target.</li> <li>To develop stopping a rolling ball.</li> <li>To develop accuracy when throwing to a target.</li> <li>To develop bouncing and catching a ball.</li> </ul>

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	<ul style="list-style-type: none"><li>• To develop dribbling a ball with your feet.</li><li>• To develop kicking a ball.</li></ul> <p><b>Fundamental skills: Unit 2</b></p> <ul style="list-style-type: none"><li>• To develop balancing.</li><li>• To develop running and stopping.</li><li>• To develop changing direction.</li><li>• To develop jumping.</li><li>• To develop hopping.</li><li>• To explore different ways to travel using equipment.</li></ul> <p><b>FINE MOTOR SKILLS</b></p> <ul style="list-style-type: none"><li>• To make anticlockwise <b>movements</b> and <b>retrace</b> vertical <b>lines</b>.</li><li>• To begin to form recognisable letters independently.</li><li>• To use <b>lines</b> to create an enclosed space.</li><li>• To make anticlockwise movements and retrace <b>vertical lines</b>.</li><li>• To use scissors to cut out around an <b>outline</b>.</li></ul>
<b>Literacy</b>	<p><b>COMPREHENSION</b> <b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"><li>• The structure/plot: Simple sequencing of a story.</li><li>• Questioning the text: Raising simple questions like 'What if...?' 'What do you think?'</li></ul> <p style="text-align: center;"><b>Reading as a habit:</b></p> <p>To discuss likes and dislikes about the stories, giving simple justifications.</p> <p><b>WORD READING</b> <b>Decoding - Fluency &amp; Word Reading:</b></p> <ul style="list-style-type: none"><li>• Become familiar with books, stories &amp; rhymes: Nothing, Kipper, Story Songs x 6</li><li>• To segment the sounds in three-phoneme words and blend them together.</li><li>• To use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• The Phase 3 GPCs: <b>y</b> z qu ch; sh th th ng; e ear oa or; oo oo ai igh; ear ow ur oi; air ure er ue</li><li>• The Common Exception Words: (the to I is) me, was, my, of</li></ul> <p><b>WRITING</b></p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• How to draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories.</li><li>• To write <u>many</u> of the term 1 initial sound letters from stories learned and invented, plus some simple CVC words in line with learned phonic patterns.</li><li>• The Phase 3 GPCs: <b>y</b> z qu ch; sh th th ng; e ear oa or; oo oo ai igh; ear ow ur oi; air ure er ue</li></ul>

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	<ul style="list-style-type: none"><li>• The Common Exception Words: (the to I is) me, was, my, of</li><li>• To ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves.</li><li>• To write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</li></ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"><li>• The oral composition of innovated and invented stories including typical story language features from the below:</li><li>• Once upon a time there was a... who... So,... And then,...</li><li>• Simple innovation on learned stories through substituted animals.</li><li>• Story invention sessions to use basic 5 part structure to embed concept of characters, settings, and basic language patterns.</li></ul>
<b>Mathematics</b>	<p><b>NUMBER</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"><li>• To develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</li><li>• To identify when a set can be subitised and when counting is needed.</li><li>• To practise counting each object, action or sound once.</li><li>• To hear and join in with the counting sequence to 10.</li><li>• To tag each object with 1 number word (1:1 correspondence)</li><li>• To say and make numbers to 10 on their fingers.</li><li>• To use a die frame to represent 5.</li><li>• To count 5 add 5 to make 10 altogether.</li><li>• To match different representations of quantities to 5 with amounts shown on their fingers.</li><li>• To begin to recognise numerals to 5</li><li>• To "identify the 'whole' when shown 1 part of a familiar object</li><li>• To hear the language of 'whole' and 'parts' and identify parts of their own body.</li><li>• To recognise that some whole objects have parts that cannot be removed.</li><li>• To investigate ways to compose and de-compose numbers to 5.</li></ul> <p><b>NUMERICAL PATTERNS</b></p> <ul style="list-style-type: none"><li>• To make collections of 5 in different ways.</li><li>• To revisit 'more than' or 'fewer than' by looking.</li><li>• To compare groups of up to 3 objects by matching them 1:1</li><li>• To say when they have an equal number and to develop their understanding of equal amounts.</li><li>• To say when there is an equal number, too many or not enough.</li><li>• To begin to understand that when a set of objects is rearranged, its quantity remains the same.</li><li>• To represent quantities in more abstract ways, such as by clapping or jumping.</li><li>• To discuss their daily routine and use language associated with this.</li><li>• To describe using positional language such as <b>under, above, beside</b> and <b>in between</b> for <b>routes</b> and <b>locations</b>.</li></ul>

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EYFS – Term 2 – 2024/2025

	<p><b>SHAPE SPACE AND MEASURES</b></p> <ul style="list-style-type: none"><li>• To talk about and explore 2D and 3D shapes.</li><li>• To use informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li><li>• To select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc.</li><li>• To combine shapes to make new ones – an arch, a bigger triangle, etc."</li><li>• To identify and name circles and triangles.</li><li>• To compare circles and triangles.</li><li>• To notice and identify shapes in the environment.</li><li>• To describe the position of shapes.</li><li>• To identify and name shapes with 4 sides.</li></ul>
<p><b>The World</b></p>	<p><b>PEOPLE AND COMMUNITIES</b> : Which times are special and why? (RE)</p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"><li>• That a <b>festival</b> is a <b>celebration</b> and different religions have different festivals.</li><li>• That <b>Christians</b> will have a festival in a <b>Church</b> and this is when families will spend time together.</li><li>• That a <b>wedding</b> is when someone gets married and that at a christening the baby has holy water poured on its head. These are Christian festivals.</li><li>• That <b>Easter</b> is a special time for Christians when we remember that Jesus dies on the cross and that Christmas is when Jesus was born in a stable in Bethlehem.</li><li>• That <b>Eid-al-Adha</b> is a special time for <b>Muslims</b> and celebrates the end of the fasting.</li><li>• That <b>Diwali</b> is a special time for <b>Hindus</b> and it is the festival of light. This is why we make diva lamps.</li><li>• To compare the events at two different religious festivals.</li></ul> <p><b>THE NATURAL WORLD</b> (SCIENCE LINK)</p> <ul style="list-style-type: none"><li>• To comment and ask questions about aspects of their familiar world such as the place where they live or the <b>natural world</b>.</li><li>• To know what a <b>map</b> is and <b>compare</b> the different types of <b>maps</b> there are and that we live in the <b>United Kingdom</b>.</li><li>• To make links between <b>countries</b> that we are learning about and where they are on a <b>map</b> (Christmas around the world)</li><li>• To recognise toys which are made from the <b>natural world</b> and those that have been made <b>in a factory</b>.</li><li>• That there are 4 seasons in the year. These are Autumn, Winter, Spring and Summer and the weather varies in each.</li></ul> <p>(COMPUTING LINK)</p> <ul style="list-style-type: none"><li>• What a <b>mechanism</b> is and how these are used in toys.</li><li>• That a <b>beebot</b> is <b>robot</b> moves when we press its buttons.</li><li>• That computers do what they are told to by people.</li><li>• That the arrows give it an <b>instruction</b> to move forward, left, right and back.</li><li>• That pressing the buttons a number of times, will make it go different distances. This is called <b>programming</b>.</li></ul>

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<b>Expressive Arts and Design</b>	<p><b>CREATING WITH MATERIALS</b></p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"><li>• How to create and use sounds intentionally.</li><li>• To use lines to create an enclosed space.</li><li>• To select tools and techniques needed to <b>shape, assemble</b> and <b>join materials</b> they are using, when making a Christmas decoration.</li><li>• To begin to understand what a <b>mechanism</b> is and how these are used in toys.</li></ul> <p><b>BEING EXPRESSIVE AND IMAGINATIVE</b></p> <ul style="list-style-type: none"><li>• To play alongside or with other children who are engaged in the same theme such as Toys.</li><li>• To learn simple songs, recalling the lyrics.</li><li>• To start to move freely to music, in a range of ways.</li><li>• To <b>sing, rap, rhyme, chant</b> and use <b>spoken word</b>.</li><li>• To be able to notice <b>rhyme</b> and offer examples of their own.</li></ul>