

# Mereside CE Primary Academy

## EYFS Medium Term Plan SPRING

*Our curriculum is spiralled, progressive and ambitious. Learning in all areas of learning is carefully sequenced from their differing starting points. It focuses on the child and then progresses to enable children to understand and interact with the world around them and prepares them for future learning. It is designed to meet the needs of all children, particularly the most disadvantaged, providing them with the knowledge, skills, self-belief and cultural capital they need to succeed in life. We use quality texts as contexts for learning. These are selected in response to our childrens' developing interests and needs. The curriculum contains themes that link to traditions, seasons, celebrations and other calendar events.*

### Contexts for Learning

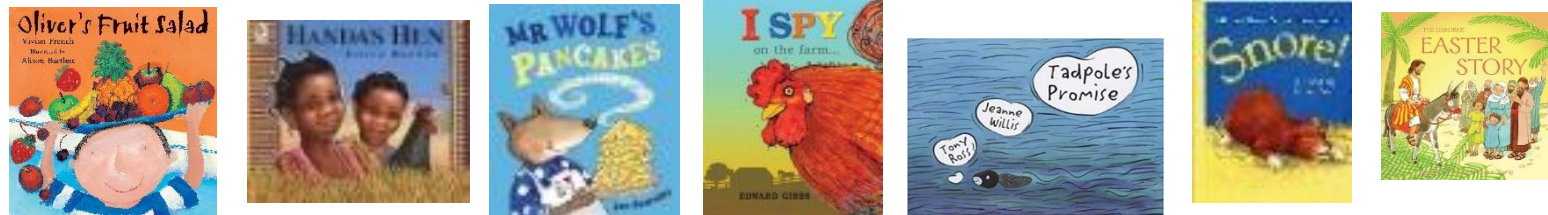
#### Core Texts



plus a range of poetry linked to poetry week

#### Additional Themes

- Spring
- health
- animals
- Pancake Day
- Valentines
- Mother's Day
- Chinese New Year
- Parents
- Shrewsbury
- farms
- Easter
- Eid



AREA OF LEARNING

SKILLS

VOCABULARY

# Spring

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>Personal, Social and Emotional Development</b></p>	<p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• I can identify how others are feeling</li> <li>• I can talk about the things I am good at and the things I'd like to get better at</li> <li>• <b>I can understand how I can impact on the feelings of others</b></li> <li>• <b>I can identify what might help me achieve my goal</b></li> <li>• <b>I can follow two-step instructions</b></li> </ul> <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>• I can have a go at new activities independently</li> <li>• I can talk about the rules we have around the school and on trips</li> <li>• I can talk about healthy food choices and why they are important</li> <li>• I can keep myself safe when eating</li> <li>• <b>I can persevere when something isn't easy</b></li> <li>• <b>I can talk about the reasons behind the rules we have</b></li> <li>• <b>I can talk about the things that keep me healthy; good diet, good oral health, good hygiene, good sleep and exercise</b></li> </ul> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can talk about being kind and unkind</li> <li>• I can talk about how to be a good friend</li> <li>• I can use words to communicate my needs</li> <li>• <b>I can be a good friend to others</b></li> <li>• <b>I can play with others</b></li> <li>• <b>I know what to do if there is a conflict</b></li> <li>• <b>I have a positive relationship with my familiar adults</b></li> <li>• <b>I can communicate with other adults in the setting</b></li> </ul>	<p>feelings happy sad angry wobbly nervous excited goal focus instructions</p> <p>safety rules routines persevere health dental hygiene germs</p> <p>kind unkind friendly conflict</p>	<p>CoEL Achievosaurus</p> <p>School Rules</p> <ul style="list-style-type: none"> <li>• Ready</li> <li>• Respectful</li> <li>• Safe</li> </ul> <p>Link to Safer Eating Requirements</p> <p><u>Feb Half Term</u> <u>Project-Fruit Recipe</u></p> <p>Dental Nurse visit School nurse visit</p>
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# Spring

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</p>	<p><b><u>Listening, Attention and Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• I can listen and contribute appropriately in group work</li> <li>• I can follow a story without pictures or props</li> <li>• I can turn take in partner talk</li> <li>• I understand the roles of the listener and the speaker in partner talk</li> <li>• <b>I can listen for longer periods in whole class learning</b></li> <li>• <b>I can follow two-step instructions</b></li> <li>• <b>I can use partner talk to share ideas</b></li> <li>• <b>I can respond appropriately to simple questions</b></li> <li>• <b>I can wait and listen when someone else is talking</b></li> </ul>	<p>listen think brain partner group teamwork focus attention instructions patience</p>	<p>Links to Talk Boost</p>
	<p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"> <li>• I can share my ideas in partner talk</li> <li>• I can contribute appropriately in small group work</li> <li>• I can orally rehearse sentences</li> <li>• I can use speech to express myself</li> <li>• I can use my voice in different ways to create effect</li> <li>• <b>I use talk to narrate when I am playing with others</b></li> <li>• <b>I can use recently learned vocabulary in my conversations with others</b></li> <li>• <b>I can retell a simple story/ event clearly and orally compose my own stories</b></li> <li>• <b>I can confidently share my extended repertoire of songs, rhymes and stories</b></li> </ul>	<p>rehearse speech effect compose perform</p>	<p>'Magic Words' Makaton Word of the Week</p> <p>Whole School poetry focus</p>



# Spring

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Physical Development</b></p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>• I can move my body to action songs (Wake Up Shake Up)</li> <li>• I can use a range of large equipment effectively, e.g. spade, rake, hose, wheel barrow</li> <li>• I can work with others to manage large items</li> <li>• <b>I can identify risks in the environment</b></li> <li>• <b>I understand the effect of weather on safety and adjust my actions accordingly</b></li> <li>• <b>I can use strength, balance and co-ordination in my play</b></li> <li>• <b>I can talk about the importance of exercise for good health</b></li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>• I can use cutlery correctly</li> <li>• I can manage fastening on dressing up clothes, aprons, water overalls etc independently</li> <li>• <b>I can hold a pencil with a tripod grip</b></li> <li>• <b>I can write with legible letters and numerals</b></li> <li>• <b>I can use one-handed tools effectively</b></li> </ul>	<p>safe teamwork balance strength risk lift exercise fitness</p> <p>grip cutlery slice control tripod numerals</p>	<p>Link to Cool Kids</p>
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# Spring

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literacy</b> Read Write Inc Drawing Club</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• I can recall the order of story events with support</li> <li>• I can talk about what happened at the beginning, the middle and the end of stories</li> <li>• I can act out stories that I know</li> <li>• I know that there are different types of books; fiction, none fiction and poetry</li> <li>• <b>I can talk about characters, settings and events</b></li> <li>• <b>I can orally retell stories in my own words</b></li> <li>• <b>I can create my own stories based upon stories and experiences I know</b></li> <li>• <b>I can differentiate between fiction and non-fiction texts</b></li> <li>• <b>I can identify rhyme</b></li> </ul> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• I can use Fred in my head to blend words</li> <li>• I can blend some words with special friends</li> <li>• I know that sentences have punctuation</li> <li>• <b>I can blend some words with special friends fluently</b></li> <li>• <b>I can identify a number of red words</b></li> <li>• <b>I can read captions independently</b></li> <li>• <b>I can read simple sentences with support</b></li> <li>• <b>I can identify punctuation in a sentence</b></li> </ul>	<p>order beginning middle end non-fiction</p> <p>characters setting events</p> <p>blend</p> <p>special friends red word caption sentence punctuation</p>	<p>See core texts at top of page</p> <p><b>Links to phonic scheme RWI</b></p>
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# Spring

	<p><u>Writing</u></p> <ul style="list-style-type: none"><li>• I can write CVC words</li><li>• I can begin to write simple captions with support</li><li>• I can form 'down' letters correctly</li><li>• I know that sentences have punctuation</li><li>• <b>I can write captions</b></li><li>• <b>I can orally rehearse dictated sentences 'Hold a sentence'</b></li><li>• <b>I can write simple, dictated sentences with support</b></li><li>• <b>I can spell some red words</b></li><li>• <b>I can form 'around' letters correctly</b></li></ul>	captions sentences rehearse 'around letters'	Introduce Drawing Club
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# Spring

<b>Mathematics</b>	<b>Problem-solving</b> in the EYFS involves encouraging children to use skills in all areas of Maths, in their play and in daily routines.					
	Finding All Possibilities 	Logic 	Patterns and Rules 	Word Problems 	Visualisation Problems 	



# Spring

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Mathematics</b> Mastering Number NCETM</p>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>• I can talk about the composition of numbers to 3 using part and whole</li> <li>• I can accurately count objects, actions and sounds beyond 5 with 1:1 correspondence</li> <li>• I can represent numbers beyond 5 using concrete resources, fingers and marks</li> <li>• I can identify numerals 1-10</li> <li>• I can order numbers to 10</li> <li>• I can use ordinal language</li> <li>• I can match numbers to numerals up to 10</li> <li>• <b>I have a deep understanding of numbers 1-5</b></li> <li>• <b>I can talk about the composition of numbers to 5 using part and whole</b></li> <li>• <b>I can subitise within 3 objects (perceptual &amp; conceptual)</b></li> </ul> <p><b><u>Numerical Patterns</u></b></p> <ul style="list-style-type: none"> <li>• I can add one more to a number</li> <li>• I can find one fewer than a number</li> <li>• I can share numbers</li> <li>• I can identify when numbers are equal</li> <li>• I can explore ways of making unequal sets equal</li> <li>• I can identify patterns; The pattern is...</li> <li>• I can use the words odd and even to talk about numbers</li> <li>• <b>I can recite numbers teens numbers in order</b></li> <li>• <b>I can compare numbers 1-5 using the words more, fewer and same</b></li> <li>• <b>I can add two numbers by counting all</b></li> <li>• <b>I can take numbers away using partitioning</b></li> <li>• <b>I can share numbers into equal parts</b></li> </ul>	<p>Subitising 'just seeing' represent number numeral counting altogether (circling gesture) total part whole order first, second, third more fewer same equal odd even pattern</p> <p>add takeaway share</p>	<p>Link to Mastering Number Document NCETM</p>
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# Spring

	<ul style="list-style-type: none"> <li>• I can explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>•</li> <li>• I can see symmetrical patterns, in which each side is the same, linking this to 'doubles' I can add one more to a number</li> <li>• I can find one fewer than a number</li> <li>• I can share numbers</li> <li>• I can identify when numbers are equal</li> <li>• I can identify patterns; The pattern is...</li> <li>• I can use the words odd and even to talk about numbers</li> <li>• <b>I can recite numbers teens numbers in order</b></li> <li>• <b>I can compare numbers 1-5 using the words more, fewer and same</b></li> <li>• <b>I can add two numbers by counting all</b></li> <li>• <b>I can take numbers away using partitioning</b></li> <li>• <b>I can share numbers into equal parts</b></li> </ul> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• I can share a 2d shape into equal parts</li> <li>• I can order familiar events</li> <li>• I can order events according to duration</li> <li>• I can measure time in simple ways</li> <li>• I can use vocabulary related to time</li> <li>• I can use a range of vocabulary to talk about mass</li> <li>• I can compare the mass of objects</li> <li>• I can name 3 d shapes; cube, cuboid, cylinder, sphere, cone</li> </ul>	<p>share half order first, second.. measure second, minute, hour, day, month, year days of the week months of the year mass weight heavy, heavier, heaviest light, lighter, lightest 3d shape cube cuboid cylinder sphere cone</p>	<p>Mr Wolf's Week What's the Time Mr Wolf?</p>
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# Spring

	<ul style="list-style-type: none"><li>I can sort 3d shapes according to type</li></ul>		
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# Spring

<h2>Understanding the World</h2>	<p><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• I can talk about the jobs people do (Careers Week)</li> <li>• I can talk about objects, pictures, videos of the past and how they have changed</li> <li>• <b>I can talk about what it was like to be a child when my parents were children</b></li> <li>• <b>I can make comparisons between my parents' childhood and my own</b></li> <li>• <b>I can talk about the people whose job it is keep us and animals safe and healthy</b></li> <li>• <b>I can talk about how houses have changed over time</b></li> </ul>	<p>jobs change order past present future now then</p>	<p>Careers Week Little Cities visit</p> <p><i>Life in the Past -My Parents research</i></p> <p>Vet visit School nurse visit Dental nurse visit</p>
	<p><b><u>People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• I can name our school and the road it is on</li> <li>• I can tell you the name of the town I live in</li> <li>• I can talk about what a town is</li> <li>• I can compare where I live to characters in the stories we read</li> <li>• I can begin to talk about the differences and similarities between my life and characters in the stories we read</li> <li>• I can talk about how land and sea are represented on maps and globes</li> <li>• <b>I can use maps and photos to help me talk about the place I live in</b></li> <li>• <b>I can identify the River Severn on a map and see how it loops around our town</b></li> <li>• <b>I can draw a map of the river loop and draw familiar places around it</b></li> <li>• <b>I can talk about journeys I have made to places outside Shrewsbury</b></li> <li>• <b>I can talk about the things I saw on our journey to Home Farm and describe the environment</b></li> <li>• <b>I can talk about similarities and difference between the things I celebrate and the celebrations of others; Easter, Chinese New Year, Eid</b></li> </ul>	<p>Mereside Shrewsbury town</p> <p>similarities differences land sea river River Severn</p> <p>environment</p> <p>celebration festival</p>	<p>Visit to Home Farm</p> <p>6.2.27. Chinese New Year 7.3.27. Mothers' Day 9-11.3.27. Eid</p>

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# Spring

	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• I can identify the stages in the life cycle of an animal</li> <li>• I know that humans are animals</li> <li>• I know what humans need to be healthy</li> <li>• I can identify the different parts of a human body</li> <li>• I can talk about how and where foods are grown</li> <li>• I can describe changes to food when they are cooked</li> <li>• I can talk about the seasonal changes we see in Spring</li> <li>• <b>I can sequence the stages in the life cycle of an animal</b></li> <li>• <b>I can sort animals into different groups</b></li> <li>• <b>I can compare different animals</b></li> <li>• <b>I can identify the different parts of an animal</b></li> <li>• <b>I can draw and label animals</b></li> <li>• <b>I can talk about what animals need</b></li> </ul>	<p>lifecyle human body parts</p> <p>cooked uncooked raw</p> <p>animal body parts stages</p>	<p>Butterfly &amp; frog</p> <p>Vet visit School nurse visit Dental nurse visit</p>
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# Spring

<b>Expressive Arts and Design</b>	<p><b><u>Creating With Materials</u></b></p> <ul style="list-style-type: none"> <li>• I can join materials in different ways</li> <li>• I create ‘make its’ with purpose in mind</li> <li>• I know what a portrait is</li> <li>• I can talk about the portrait artist X and their work</li> <li>• <b>I can experiment with tools, e.g. paint brushes, joining materials, to find the most appropriate</b></li> <li>• <b>I can use a range of one- handed tools appropriately</b></li> <li>• <b>I can draw detailed pictures of animals</b></li> <li>• <b>I can create self-portraits and portraits</b></li> <li>• <b>I can colour mix with purpose</b></li> <li>• <b>I can use a range of painting techniques</b></li> <li>• <b>I can talk about the process involved in my creations</b></li> <li>• <b>I can make props and costumes for my play</b></li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>• I can create small world/ role play with a group of friends using props and costumes</li> <li>• I can participate in more complex call and repeat songs</li> <li>• I can copy a beat/rhythm with clapping</li> <li>• <b>I can recreate familiar stories in my role play with others</b></li> <li>• <b>I can join in with more complex choreographed dances</b></li> <li>• <b>I can perform poetry for an audience (poetry week)</b></li> <li>• <b>I can make controlled sounds on a percussion instrument</b></li> <li>• <b>I can keep a steady beat on a percussion instrument</b></li> </ul>	<p>purpose            portrait            self-portrait            artist</p> <p>hole punch            stapler            sellotape</p> <p>sketch            observe            line</p> <p>costumes</p> <p>role play            beat            rhythm            steady</p> <p>audience            rehearse            perform</p>	
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# Spring

<p><b>Religious Education</b> Lichfield Diocese religious education guidance</p>	<p><b>Why are some stories special?</b></p> <ul style="list-style-type: none"> <li>• I can talk about the stories that are special to me</li> <li>• I can explain that the bible is a special book for Christians</li> <li>• I know that the bible has stories about God and Jesus in it</li> <li>• I know that these stories can be used to teach people</li> <li>• I can explain how Jesus used stories called parables</li> <li>• to teach people</li> <li>• I can talk about how other faiths also have stories that have important meaning</li> <li>• <b>Why do Christians put a cross in the Easter garden?</b></li> <li>• I know that Easter is a festival that lasts for longer than one day</li> <li>• I can talk about events in the Easter story</li> <li>• I can explain why the cross is an important symbol for Christians</li> <li>• I can talk about the feelings we have when we read this story</li> <li>• I can make links between the Easter story and new life at spring time</li> </ul>	<p>bible old testament new testament parables</p> <p>cross symbol</p>	<p>9.2.27. Pancake Day 28.3.27. Easter</p>
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# Spring

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>Computing</b>            Teach Computing NCCE/Barefoot Computing         </p>	<p><b>Online Safety – taught throughout the year</b></p> <ul style="list-style-type: none"> <li>• I can name devices that can be used to go online</li> <li>• I know that I only go online with a trusted adult</li> <li>• I can tell you who my trusted adults are</li> <li>• I can talk about the ways the internet can be used to communicate with others</li> <li>• I can say no to someone who upsets me online or offline</li> <li>• I can speak to an adult if someone upsets me online or offline</li> <li>• I can talk about ways information about me could get put online</li> <li>• I can talk about the rules that will keep me safe online</li> </ul> <p><b>How to create digital text</b></p> <ul style="list-style-type: none"> <li>• I can use my finger, a smartboard pen, a mouse or a keyboard to create text on a screen</li> <li>• I can identify parts on a keyboard</li> <li>• I know that colour, style and size of text can be changed</li> <li>• I can save my writing with support</li> <li>• I can delete my text</li> </ul> <p><b>How to collect, group and label data</b></p> <ul style="list-style-type: none"> <li>• I can describe objects by labelling them</li> <li>• I can match objects to groups</li> <li>• I can group similar objects</li> <li>• I can label groups of objects</li> <li>• I can count objects in groups</li> </ul>	<p>trust safety rules online offline internet communicate</p> <p>smart board mouse keyboard text save delete</p> <p>sort group label</p>	<p>9.2.27. Safer Internet Day</p>
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