

Medium Term Plan  
EYFS – Term 2 – 2026/2027

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|  | <p style="text-align: center;"><b><u>Term 2: Toys</u></b></p> <p><b><u>Focus texts</u></b><br/><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> <li>To develop dribbling a ball with your feet.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                 | <ul style="list-style-type: none"> <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><br/><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><b>Reading as a habit:</b><br/>To discuss likes and dislikes about the stories, giving simple justifications.</p> <p><b>WORD READING</b><br/><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><br/><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> <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> </ul> |

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|                    | <ul style="list-style-type: none"> <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 AND NUMERICAL PATTERN</b><br/><b>Pupils Learn:</b></p> <p><b>Counting, ordinality and cardinality</b></p> <ul style="list-style-type: none"> <li>Focus on counting skills</li> <li>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</li> <li>Practise object counting skills</li> <li>Match numerals to quantities within 10</li> <li>Verbal counting beyond 20</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Compare sets – by matching</li> <li>Use the language of comparison: <i>more than, fewer than, an equal number</i></li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Explore the concept of 'whole' and 'part'</li> <li>Focus on the composition of 3, 4 and 5</li> </ul> <p><b>Noticing and visualising</b></p> <ul style="list-style-type: none"> <li>Practical exploration of 'parts' and 'wholes'</li> <li>Focus on matching, turning and flipping</li> </ul>                                                                                                                                   |
| <b>The World</b>   | <p><b>PEOPLE AND COMMUNITIES</b> : Which times are special and why? (RE)<br/><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><br/>(SCIENCE LINK)</p> |

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|                            | <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> <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> <li>That a <b>robot</b> remembers what you tell it and if you make a mistake you can clear its memory. This is called <b>debugging</b>.</li> <li>That green means <b>go</b>.</li> <li>To <b>programme</b> a <b>beebot</b> to move in a desired direction without it being trial and error.</li> <li>To write their own <b>programmes</b> using arrows and to share these with their peers.</li> <li>That toys can be <b>programmed</b> to complete <b>commands</b> such as a <b>beebot</b> on a <b>map</b>.</li> </ul> <p><b>PAST AND PRESENT</b></p> <ul style="list-style-type: none"> <li>To talk about <b>past events (history)</b> such as birthdays, trips to different places.</li> <li>To talk about a toy that they have at home and when they were given it in the <b>past</b>.</li> <li>To recognise how toys have <b>changed</b> from the <b>past</b> to the <b>present</b> day such as toy cars</li> <li>That toys from the <b>past</b> were <b>different</b> as they were often made from wood and were handmade. Today toys are often made of plastic and in factories.</li> </ul> |
| Expressive Arts and Design | <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</b>, <b>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</b>, <b>rap</b>, <b>rhyme</b>, <b>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |