


Medium Term Plan
EYFS – Term 2 – 2025/2026

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

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EYFS – Term 2 – 2025/2026

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

Medium Term Plan
EYFS – Term 2 – 2025/2026

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

Medium Term Plan
EYFS – Term 2 – 2025/2026

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

Medium Term Plan
EYFS – Term 2 – 2025/2026

	<ul style="list-style-type: none">• That a robot remembers what you tell it and if you make a mistake you can clear its memory. This is called debugging.• That green means go.• To programme a beebot to move in a desired direction without it being trial and error.• To write their own programmes using arrows and to share these with their peers.• That toys can be programmed to complete commands such as a beebot on a map. <p>PAST AND PRESENT</p> <ul style="list-style-type: none">• To talk about past events (history) such as birthdays, trips to different places.• To talk about a toy that they have at home and when they were given it in the past.• To recognise how toys have changed from the past to the present day such as toy cars• That toys from the past were different as they were often made from wood and were handmade. Today toys are often made of plastic and in factories.
Expressive Arts and Design	<p>CREATING WITH MATERIALS</p> <p>Pupils Learn:</p> <ul style="list-style-type: none">• How to create and use sounds intentionally.• To use lines to create an enclosed space.• To select tools and techniques needed to shape, assemble and join materials they are using, when making a Christmas decoration.• To begin to understand what a mechanism is and how these are used in toys. <p>BEING EXPRESSIVE AND IMAGINATIVE</p> <ul style="list-style-type: none">• To play alongside or with other children who are engaged in the same theme such as Toys.• To learn simple songs, recalling the lyrics.• To start to move freely to music, in a range of ways.• To sing, rap, rhyme, chant and use spoken word.• To be able to notice rhyme and offer examples of their own.