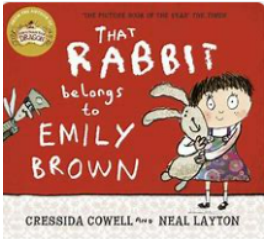
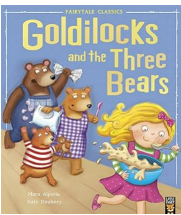
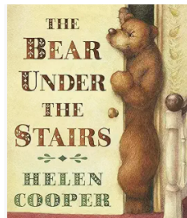
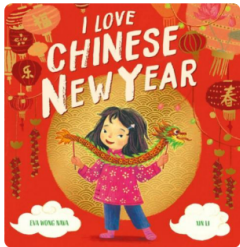
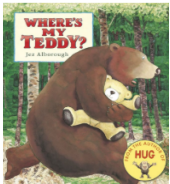
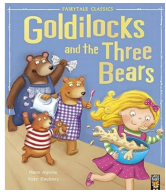
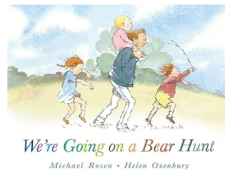
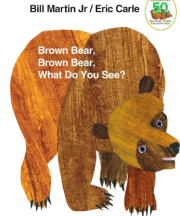
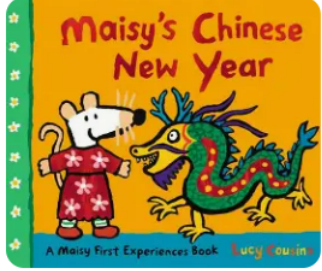


EYFS Medium Term Plan Overview 2025-2026

Spring 1: Toys and Bears

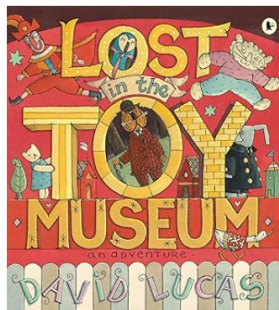
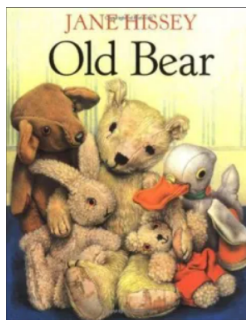
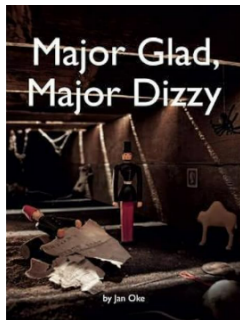
Broad theme: Bears	Week 1 05.01.26	Week 2 12.01.26	Week 3 19.01.26	Week 4 26.01.26	Week 5 02.02.26	Week 6 09.02.26
Literacy (R) Hook: Bring your teddy bear to school for the day!	This Rabbit Belongs to Emily Brown  Stand out vocabulary: determined, adamant, stiff,	Goldilocks and the Three Bears (re-telling and story mapping)  Stand out vocabulary: nosey, destructive, intrusive, disrespectful	National Geographic: Bears  Stand out vocabulary: hibernate, habitat, carnivore, omnivore	The Everywhere Bear by Julia Donaldson  Stand out Vocabulary: adventure, journey, distance, reunited	The Bear Under The Stairs by Helen Cooper  Stand out Vocabulary: lurking, gobble, investigate, smell / odour	I Love Chinese New Year by Eva Wong Nava  Stand out vocabulary: celebration, special occasion, tradition, lantern, blossom, guest of honour, reunited
Literacy (N) N1 and N2 Hook: Bring your teddy bear to school for the day!	Where's My Teddy by Jez Alborough  Stand out Vocabulary: enormous, colossal,	Goldilocks and the Three Bears (re-telling and story mapping)  Stand out vocabulary: nosey, destructive, intrusive, disrespectful	National Geographic: Bears  Stand out vocabulary: hibernate, habitat, carnivore, omnivore	We're Going On A Bear Hunt  Stand out Vocabulary: hunt, adventure, journey, map	Brown Bear, Brown Bear by Eric Carle  Stand out Vocabulary: looking, peering, staring, glancing	Maisy's Chinese New Year  Stand out Vocabulary: tradition, celebration, guest, parade, delicious, scrumptious,
Phonics Nursery: Little	Nursery 1 and 2 Rhyme time: Round and Round the Garden	Nursery Rhyme time: One, Two, Buckle My Shoe	Nursery Rhyme time: The Grand Old Duke of York	Nursery Rhyme time: Humpty Dumpty	Nursery Rhyme time: Incy Wincy Spider	Nursery Rhyme time: Review and consolidate

Wandle Foundation for Phonics Reception: Little Wandle Letters and Sounds Progression	Nursery 2 Sound: d What's in the box: dog door dinosaur duck Blend from the box: d-o-g d-u-ck d-o-ll d-e-n Reception Phase 3 I know how to read and say GPC's (digraphs / trigraphs) ai, ee, igh, oa I know how to read and spell the tricky words <i>the,</i> <i>I</i>	Sound: g What's in the box: grapes glue glasses goat Blend from the box: g-oa-t g-ai-t (gate) g-oo-se g-ir-l Reception Phase 3 I know how to read and say the GPC's (digraphs) oo (long), oo (short), ar, or I know how to read and spell the tricky words was, you, they	Sound: o What's in the box: orange otter ostrich octopus Omit blend from the box for this sound Reception Phase 3 I know how to read and say GPC's (digraphs / trigraphs) ur, ow, oi, ear I know how to read the tricky words <i>my, by, all</i>	Sound: c What's in the box: car cup crown cat Blend from the box: c-a-t c-u-p c-a-p c-oi-n Reception Phase 3 I know how to read and say the GPC'S (digraphs, trigraphs) and double letters air, er, dd, mm, tt, bb, rr, gg, pp, ff) I know how to read the tricky words <i>are, sure,</i> <i>pure</i>	Sound: k What's in the box: kangaroo kettle ketchup kite Blend from the box: k-igh-t (kite) k-i-d k-i-t Reception Phase 3 I know how to read and say GPC's longer words and words containing a schwa I know how to read the tricky words <i>was you</i> <i>they</i> <i>my by all</i> <i>are sure pure</i>	Sound: e What's in the box: egg elbow envelope elephant Omit blend from the box for this sound Reception Spring 1: Assess and review
Maths Following White Rose Maths progression	Nursery Shape, space and measure 2 I can respond to simple positional language I can arrange blocks in a chosen position I can select shapes for a space. Reception Alive in 5 I can recognise the numeral 0 I can find numerals 0 to 5 I can subitise amounts to 5 I can represent amounts to 5	Nursery Shape, space and measure 2 I recognise when two objects are the same shape. I can explore, describe and sort shapes and objects. Reception Alive in 5 I can find one more / less than numbers to 5 I know that numbers to 5 can be made up of two smaller numbers I can find different parts to make 5.	Nursery Subitising 2 I can copy fingers to show 1, 2 and 3 Reception: Mass and Capacity I know how to compare mass I know how to find two objects that weigh the same / balance I know how to explore	Nursery Subitising 2 I can show 1, 2, 3 fingers when seeing 1, 2, 3 items in stories Reception: Growing 6, 7 and 8. I can recognise find and represent 6, 7 and 8 I can find one more and one less than 6, 7 and 8	Nursery Counting 3 I can make actions / move fingers when saying counting words I can count up to 3 objects from rhymes. Reception Growing 6, 7 and 8 I know that 6, 7, 8 can be composed of two smaller parts I know how to identify and make pairs. I know how to find a double to 8	Nursery Counting 3 I notice number symbols as labels I can labels amounts as '1' and 'not 1' I can label amounts as 1, 2 or 3. Reception: Growing 6, 7, and 8 I know how to make doubles to 8 I know how to combine two groups to find how many altogether I know how to subitise an amount to 8

			and compare capacity.			
RE Our Special Books Introduce stories from religions and important books for members of a religious group	I know how to look after and respect books. I know the name of a book / story that is special to me.	I know that the Bible is a special book for people who are from the Christian faith. I know that there are two parts to the Bible (listen and respond to stories from the Old Testament)	I know that the Bible is a special book for people who are from the Christian faith. I know that there are two parts to the Bible (listen and respond to stories from the New Testament)	I know that the Torah is a special book for people who are Jewish.	I know that the Qu'ran is a special book for people who are Muslim.	I know that the story of Rama and Sita is a special story for people who are Hindu.
PE Dance Unit 1	I know how to think about and explore how different body parts move.	I know how to think about and explore how different body parts move and can remember and repeat actions.	I know how to express and communicate ideas through movement. I know how to explore direction and levels	I know how to create movements and adapt and perform simple dance patterns.	I know how to copy and repeat actions, showing confidence and imagination.	I know how to move with control and co-ordination, linking, copying and repeating actions.
Physical development: movement based pedagogy	DAILY TIMETABLED MOVEMENT BASED ACTIVITIES... Parachute games Running N Dough Disco: Squeeze it - ball it - pancake - dance floor - sausage - the dive (focus on combining two moves each week) R: Refine and combine the above movements in daily dough disco routines N Squiggle movements / Squiggle whilst you wiggle / R Squiggle me a writer (see fine motor below for progression)					
Handwriting / fine motor	Nursery 1 Move 1: Up and Move 2: Down Nursery 2: Squiggle Dance 1 Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the straight line	Nursery 1 Move 3: Circles and Move 4: Wiggle Nursery 2: Squiggle Dance 2 Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the coat hanger	Nursery Move 5: Shake Move 6: Hop Nursery 2: Squiggle Dance 3 Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the coat hanger	Nursery Move 7: Jump Nursery 2: Squiggle Dance 4 Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the bridge family	Nursery Move 8: Turning Turtle and Move 9: flipping Fish Nursery 2: Squiggle Dance 5 Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the bridge	Nursery Move 10: Crawling Nursery 2: Squiggle Dance 6 Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form zig zag letters and smile letters vwuy and their capitals VWUY

	family (medium sized lines) lltj and their capitals I L T J	family (on medium sized lines) and their capitals coad COAD	family gqe and their capitals GQE	nmrh and their capitals NMRH	family bkp and their capitals BKP	
PSED Jigsaw Dreams and Goals	Nursery I understand what a challenge means Reception I understand that if I persevere I can tackle challenges.	Nursery I can keep trying until I can do something Reception I can tell you about a time I didn't give up until I achieved my goal	Nursery I can set a goal and work towards it Reception I can set a goal and work towards it.	Nursery I know some kind words which encourage people Reception I can use kind words to encourage people	Nursery I can start to think of the jobs I might like to do when I am older Reception I understand the link between what I learn now and the jobs I might like to do when I am older.	Nursery I can feel proud when I achieve a goal Reception I can say how I feel when I achieve a goal and know what it means to feel proud
Music (Charanga) Everyone!	I know how to listen and respond (We are family by Sister Sledge) I know how to explore and create using voices and instruments (Wind the bobbin, If you're happy and you know it)	I know how to listen and respond (Thula Baba - a South African lullaby) I know how to explore and create using voices and instruments (Wind the bobbin, Rock a Bye Baby, If you're happy and you know it)	I know how to listen and respond (ABC by the Jackson Five) I know how to explore and create using voices and instruments (Wind the bobbin, Rock a Bye Baby, Five Little Monkeys, If you're happy and you know it)	I know how to listen and respond (My Mum is Amazing by Zain Bhikha) I know how to explore and create using voices and instruments (Wind the bobbin, Rock a Bye Baby, Five Little Monkeys, Twinkle Twinkle, If you're happy and you know it)	' I know how to listen and respond (Conga by Miami Sound Machine) I know how to explore and create using voices and instruments (Wind the bobbin, Rock a Bye Baby, Five Little Monkeys, Twinkle Twinkle, If you're happy and you know it, Head Shoulders Knees and Toes)	' I know how to listen and respond (Mozarts Horn Concerto No 4 Rondo) I know how to explore and create using voices and instruments (Wind the bobbin, Rock a Bye Baby, Five Little Monkeys, Twinkle Twinkle, If you're happy and you know it, Head Shoulders Knees and Toes)
Personal development and real life skills	Nursery: I know how to take my shoes and welly boots on and off (and put on the correct feet). I know how to select and prepare my own fruit snack. I know how to pour my own drink. I can recognise my own first name. I can take off my coat and put it back on again. Reception: I know how to recognise my full name. I am beginning to know how to fasten buttons, press studs and zips. I know how to make toast. I know how to make playdough. I know how to tidy away after myself. I can put my shoes back on the correct feet and manage velcro fastenings. I can dress and undress for PE with some help					

**Understanding
the World**



I know some differences between then and now (toys - North Lincolnshire toy loans service)

I can explore how things work (explore a range of toys and how they work)

I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (explore famous bears through time - Rupert Bear, Winnie the Pooh, Paddington, Super Ted)

I understand the past through settings, characters and events encountered in books read in class and storytelling.

Seasons

I can describe the season Winter: typical weather, clothing, trees and nature.

Take part in the RSPB Big Bird Watch

Celebrations:

Chinese New Year

**EAD
(planned
activities linked
to seasonal
/theme)**

I'm a little bear cub
Soft and brown
Here is my den
Where I can be found
When the winter's over
Hear me shout
"Spring is here,
It's time to come out!"

By Michele Snyder
Song to the tune of 'Twinkle Twinkle Little Star'



	Learn and recite ‘I’m a little bear cub.’ Explore and create with a variety of materials for texture: a snuggly blanket for me and my teddy Joining different materials / exploring joining techniques Making objects stronger and more stable -a new chair for baby bear Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. Draw with increasing complexity and detail, such as drawing a teddy bear Explore colour and colour mixing Create collaboratively, sharing ideas, resources and skills.
Key calendar dates	