

EYFS Medium Term Plan - Term 2 2025 Sparkle and Shine!

Week	Literacy	Maths	EAD	UTW	PD - Fine Motor	PD - Gross Motor (PE)	PSED
1 Halloween Room on the Broom	<p>Writing a Witch's Spell.</p> <p><i>Use some of their print and letter knowledge in their early writing.</i></p> <p><i>Write some letters accurately. L2</i></p>	<p>It's me 1,2,3.</p> <p><i>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</i></p> <p><i>Say one number for each item in order: 1,2,3,4,5.</i></p> <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Show 'finger numbers' up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p>	<p>Making potions - mixing, colour mixing, etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>EAD2</p>	<p>Pumpkin Carving</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>UTW2</p>	<p>Wrap the Mummy - Wool/String around a doll</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p>PD2</p>	<p>Manipulation and Coordination - Unit 1 Lesson 1</p> <p>PD2</p>	<p>Playing Together</p> <p><i>Play with one or more other children, extending and elaborating play ideas.</i></p> <p>PSED2</p>

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		<i>Experiment with their own symbols and marks as well as numerals.</i> M2					
2 Bonfire Come and Play	Comprehension - Ordering what you do on Bonfire night. <i>Understand the five key concepts about print.</i> L2	It's me 1,2,3. <i>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to</i>	Firework Pictures - Blowing through straws. <i>Explore colour and colour-mixing. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> EAD2	Sparklers - Discuss safety. Talk about what they see, using a wide vocabulary. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. UTW2	Firework Biscuits. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> PD2	Manipulation and Coordination - Unit 1 Lesson 2 PD2	Talk about their experiences of bonfire night. How did it make them feel? Discuss emotions. <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> PSED2 CL2

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		<p><i>match the numeral, up to 5.</i> <i>Experiment with their own symbols and marks as well as numerals.</i> M2</p>					
<p>3 Diwali and other Celebration Floorbook - Cultural week</p>	<p>Writing activity - Diwali. <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. L3</i></p>	<p>Circles and triangles. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. M2</p>	<p>Henna art on a friend's hand. <i>Create collaboratively sharing ideas, resources and skills. EAD2</i></p>	<p>Creating Diya lamps and comparing them to other festivals. Recognises and describes special times or events for family or friends. UTW2</p>	<p>Cutting mandala patterns. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD2</i></p>	<p>Manipulation and Coordination - Unit 1 Lesson 3 PD2</p>	<p>Discuss diversity. <i>Develop their sense of responsibility and membership of a community. Continue to develop positive attitudes about the differences between people. UTW2</i></p>
<p>4 Light and dark Can't you sleep little bear?</p>	<p>Speech bubble from the Big Bear. <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known</i></p>	<p>1,2,3,4,5. <i>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</i></p>	<p>Create a lantern using junk modelling materials. <i>Develop their own ideas and then decide which</i></p>	<p>How to make the lightbulb work. Use the circuit boards to create electricity.</p>	<p>Switches and buttons - Turning on and off. Talk about what they see, using a</p>	<p>Manipulation and Coordination - Unit 1 Lesson 4 PD2</p>	<p>Discuss bedtime routine. <i>Make healthy choices about food, drink, activity and toothbrushing.</i></p>

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	<p>letter-sound correspondences using a capital letter and full stop. L3</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. M3</p>	<p>materials to use to express them. Join different materials and explore different textures. EAD2</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. UTW2</p>	<p>wide vocabulary. Explore how things work. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD2</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. PSED2 PD2</p>	
<p>5 People who help us at night - Policeman/doctors/ fireman</p>	<p>Hot seating as characters from the emergency services. Decide who the items belong to and ask questions.</p>	<p>1,2,3,4,5. Understand the 'one more than/one less than' relationship between</p>	<p>Miss Polly had a dolly! Sing the song and act out. Remember and sing entire songs.</p>	<p>UTW2 Purple mash - 2simple scene Show interest in</p>	<p>Teddy bear hospital - Applying bandages, plasters, etc. Develop their small motor</p>	<p>Manipulation and Coordination - Unit 1 Lesson 5 PD2</p>	<p>Helping others and sharing. Help to find solutions to conflicts and rivalries.</p>

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<p>Reindeer Centre - Floorbook</p>	<p>Ask questions to find out more and to check they understand what they understand what has been said to them. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Show interest in different occupations. L2 CL2 UTW2</p>	<p>consecutive numbers. M3</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. EAD2</p>	<p>different occupations. UTW2</p>	<p>skills so that they can use a range of tools competently, safely and confidently. PD2</p>		<p>PSED2</p>
<p>6 How to catch a star</p>	<p>Pick stars out of the water, read the cvc word and write it on your board. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. L3</p>	<p>Shapes with 4 sides. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. M3</p>	<p>Make a starry night picture. Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD2</p>	<p>Dark den - explore things that reflect light. Discuss shadows. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. UTW2</p>	<p>Cut out different sized stars. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD2</p>	<p>Manipulation and Coordination - Unit 1 Lesson 6 PD2</p>	<p>Talk about family and feelings. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. PSED2</p>

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<p>7 Traditional Christmas story</p> <p>Floorbook - Christmas/Nativity</p>	<p>Retell the story of Jesus' birth. <i>Form lower-case and capital letters correctly.</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i> <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> L3</p>	<p>Alive in 5. <i>Recite numbers past 5.</i> <i>Count objects, actions and sounds.</i> <i>Subitise.</i> <i>Link the number symbol (numeral) with its cardinal number value.</i> <i>Explore the composition of numbers to 10.</i> M3</p>	<p>Act of the true meaning of Christmas. <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> EAD3</p>	<p>Christmas around the world. <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i> UTW3</p>	<p>Make a Christingle. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> PD3</p>	<p>Manipulation and Coordination - Unit 2 Lesson 1 PD2</p>	<p>Christmas in my house. <i>Begin to make sense of their own life-story and family's history.</i> UTW3</p>
<p>8 Christmas The Tiny Tree</p>	<p>Christmas list to Santa. <i>Write some or all of their name.</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known letter-sound</i></p>	<p>Consolidation week.</p>	<p>Decorate a Christmas tree. <i>Explore different materials freely, in order to develop their ideas about how to use</i></p>	<p>Testing the best wrapping paper. <i>Explore collections of materials with similar and/or different</i></p>	<p>Preparing dinner for Rudolph - Cutting and grating carrots. <i>Develop their small motor skills so that they can use a range of</i></p>	<p>Manipulation and Coordination - Unit 2 Lesson 2 PD2</p>	<p>Talk about celebrations, family and traditions. <i>Begin to make sense of their own life-story and family's history.</i> UTW3</p>

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	<i>correspondences using a capital letter and full stop. L3</i>		<i>them and what to make. Develop their own ideas and then decide which materials to use to express them. PD3</i>	<i>properties. UTW3</i>	<i>tools competently, safely and confidently. PD3</i>		
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