

Sutton On Sea Primary School

EYFS Medium Term Plan Term 2



Our Vision and Values Statement

To ensure every child is safe, resilient and achieves their potential by creating an environment in which everyone is challenged and supported to be the best version of themselves.

We believe everyone can achieve.

Possible Events/Themes	Parental Engagement	Possible Cultural Capital/Experiences/Enrichment
Autumn, Harvest, Bonfire Night, Remembrance Day, Nursery Rhyme Week, Children in Need, Christmas, Anti Bullying week, Odd Socks day	Phonics Workshop Reading Workshop Maths Workshop Nativity Parent/child Christmas workshop Read with me Parents evening Termly curriculum information Topic Home learning menu	Bonfire Night Remembrance Day Visit to local café Christmas Visit to church Pantomime EYFS Nativity Play World Nursery Rhyme Week Anti-Bullying Week Children in Need.

Core Reading for Pleasure Texts:

(These will evolve through linked authors/genres according to the children's interest and preferences during the term)



Billy and the Beast



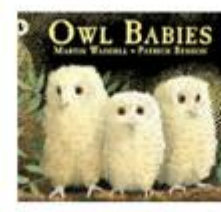
The Gruffalo



Clean Up!



Whatever Next!

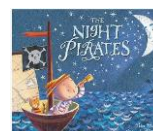


Owl Babies



You Choose Fairy Tales

Drawing Club Texts

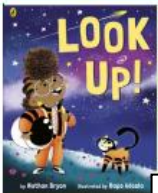


	The Hairy Toe Daniel Postgate	Little Red Bethan Woolvin	Goldilocks and the Three Bears Axel Scheffler	The Night Pirates Peter Harris	The Christmas Pine Julie Donaldson	The Christmasaurus Tom Fletcher
Vocabulary:	windy furry ancient fearful undercover creep distant swirling	hero cunning plan unlucky nightdress shortcut peeped disguised scared	piping hot cramped sneaking smug frosty uneven demolished selfish	murky ascend courageous creeping monstrous puzzling request voyaging	ancient iridescent soaring remote journeyed gape warble absent	bellowed munched altitude beneath soared exploring prehistoric glistening
Area of Learning Communication and Interaction					Milestones: Autumn Term 2	
					Expanding Vocabulary and Sentence Structures Focus: Enhancing vocabulary and sentence complexity. Key Skills: Begin to use more varied vocabulary in daily conversations Use sentences with two or more clauses to express ideas (e.g. I went to the park and saw a dog) Begin to engage in role play with peers, demonstrating an understanding of simple scenarios. Ask and answer questions to explore ideas and clarify understanding.	
Little Wandle Letters and Sounds Interaction Techniques					As above Staff to promote quality interactions using the techniques from Little Wandle. Focus on one per week.	
						

Literacy



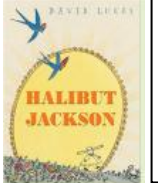
Literacy Tree:



Text(s): Look Up, Nathan Byron and Dapo Adeola

Outcomes: Signs and labels, thought bubbles, flyers, letters of advice.

Main outcome: Narrative own version



Text(s): Halibut Jackson, David Lucas

Outcomes: Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice

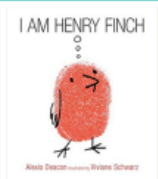
Main outcome: Narrative sequel



Text(s): Ning and the Night Spirits, Adriena Fong

Outcomes: Posters, advice letters, party invitations

Main outcome: Information text



Text(s): I am Henry Finch, Alexis Deacon

Outcomes: Timetables, thought-bubbles, lists, commands, letters of advice

Main outcome: Guidebook - How to Think

Comprehension:

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from book or role-play

Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling: Orally spell VC and CVC words by identifying the sounds.

Write own name.

Handwriting: Form letters from their name correctly. Recognise that after a word there is a space

Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Phonics



Little Wandle Letters and Sounds

Phase 2

Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).

Word Reading: Read individual letters by saying the sounds for them.

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.

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	- words with s /s/ added at the end (hats sits) - words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Little Wandle Rhyme Time



Miss Polly Had a Dolly
Round and Round the Garden
The Wheels on the Bus

One, Two, Buckle my Shoe
Row, Row, Row your Boat
Twinkle Twinkle Little Star

Pat-a-cake Ring a Ring o Roses
The Grand Old Duke of York
Wind the Bobbin Up

Foundations for Phonics: Building the Foundations for Reading.

Maths



White Rose Maths:

Week 1: Circles and Triangles

Weeks 3 and 4: 1,2,3,4,5



Key books

- Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi
- Triangle by Mac Barnett and Jon Klassen
- Shapes, Shapes, Shapes by Tana Hoban
- We're Going on a Bear Hunt by Michael Rosen
- Rosie's Walk by Pat Hutchins



Key books

- Witches Four by Marc Brown
- Five Little Fiends by Sarah Dyer
- Pete the Cat and his Four Groovy Buttons by Eric Litwin
- Kipper's Birthday by Mick Inkpen
- The Very Hungry Caterpillar by Eric Carle
- Stella to Earth! by Simon Puttock and Philip Hopman
- Anno's Counting Book by Mitsumasa Anno

Circles and Triangles:

The children will be able to identify and name circles and triangles.

The children will be able to compare circles and triangles.

The children will be able to identify shapes in the environment.

The children will be able to describe position.

1,2,3,4,5

This unit will start by recapping learning of numbers 1,2,3 for consolidation, including number formation.

During this unit children will be taught to recognise and write numerals 4 and 5.

The children will find 4 and 5.

The children will subitise 4 and 5.

The children will represent 4 and 5.

The children will find 1 more within 5.

The children will find 1 less within 5.

The children will learn about the composition of 4 and 5.

The children will understand composition of number 1-5.

Shapes with 4 sides.

The children will identify and name shapes with 4 sides.

Week 5 and 6: Shapes with 4 Sides.



Key books

- *Bear in a Square* by Stella Blackstone
- *Square* by Mac Barnett and Jon Klassen
- *Shapes, Shapes, Shapes* by Tana Hoban
- *Night Monkey, Day Monkey* by Julia Donaldson
- *The Fox in the Dark* by Alison Green

The children will combine shapes with 4 sides.

The children will find shapes in the environment.

The children will learn about key events in their daily routine, using sequencing language.

Mastering Number



Autumn 2 2025

As the programme started late this year, week 5 from Autumn 1 still needs to be completed.

Week 5:

Comparison of quantities:

Children will:

- represent a given number on their fingers without looking.
- Compare 2 sets of objects and say which is 'more than'.

Week 6-10 of the programme.

Week 6:

Focus: Counting, ordinality and cardinality

Children will:

- Practise counting each object, action or sound once.
- Hear and join in the counting sequence to 5

Outcomes for the Autumn Term:

Pupils will build upon previous experiences of number from home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- Identify when a set can be subitised and when counting is needed.
- Subitise different arrangements, both structured and unstructured, including the Hungarian number frame.
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
- Spot smaller numbers 'hiding' in larger numbers.
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number

- Tag each object with 1 number word (1:1 correspondence)
- See that they have 5 fingers on one hand.
- Say and make numbers to 5 on their fingers
- Practise counting each object, action or sound once and only once.
- Make collections of 5 in different ways.
- Practise counting each object once and only once.
- Use counters to represent 5 objects.
- Use a die frame to represent 5.
- Count each object, action or sound once.
- Count 5 and 5 to make 10 altogether.

Week 7:

Focus: Comparison

Children will:

- Practise subitising amounts to 4
- Revisit 'more than' or 'fewer than' by looking
- Compare groups of up to 3 objects by matching them 1:1
- Say when they have an equal number
- Compare groups of up to 3 objects by matching them 1:1
- Say when there is an equal number, too many or not enough.
- Build towers with an equal number of squares
- Match squares in the towers 1:1
- Say when there is an equal number, too many or not enough.

Week 8:

Focus: Composition

Children will:

- Identify the 'whole' when shown 1 part of a familiar object
- Identify that parts are still visible when they are assembled to make the whole
- Hear the language of 'whole' and 'parts'
- Identify parts of their own body
- Recognise that some whole objects have parts that cannot be removed.
- Identify parts of some animal bodies
- Recognise that some whole objects have parts that cannot be removed
- Investigate how to compose and decompose sets of 2 and 3
- Know how 1 and 2 are parts of 3

Week 9:

Focus: Composition

Children will:

- Investigate how to compose and decompose sets of 2 and 3
- Know how 1 and 2 are parts of 3
- Investigate how to compose and decompose sets of 4
- Use spatial language to describe the shapes
- Explain that different parts can make the same whole
- Investigate how to compose and decompose sets of 5

- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

• Use spatial language to describe the shapes • Explain that different parts can make the same whole Week 10: Focus: Counting, ordinality and cardinality Children will: • Hear and join in with the counting sequence to 10, including using songs and rhymes • Use their fingers to represent quantities to 5 and begin to represent quantities to 10. • Match different representations of quantities to 5 with amounts shown on their fingers. • Remember that the 'stopping number' tells us how many we need altogether. • Begin to recognise numerals to 5. • Develop their understanding of equal amounts. • Represent quantities in more abstract ways including clapping and jumping. • Begin to understand that when a set of objects is rearranged, the quantity remains the same.	
Physical Development  JB Sports: PE: Fundamental movement skills. Children can: Be controlled in large and small environments Negotiate space safely and move confidently in a range of ways. Understand factors that can keep them healthy, such as the food they eat and physical activity.	Autumn 2: Strengthening Foundations Gross Motor: Participate in simple movement games and action songs Start to show awareness of others when moving. Climb with more control (using outdoor equipment) Develop balance through stepping stone, beams and obstacle courses. Throw and catch large soft balls with support. Fine Motor: Strengthen finger muscles (playdough, tweezers, finger rhymes) Trace lines and shapes with increasing control. Improve use of tools (glue sticks, paint brushes) Refine scissor skills, cutting along straight and curved lines. Begin name writing (forming letters with correct grip and orientation).
Personal, Social, Emotional Development  JIGSAW: Celebrating Difference We will learn about: • Things that we are good at. • How being different makes us all special • How I am similar yet different to others • How to be a kind friend • What to do if someone else is unkind to me 	Self-Regulation: Can focus attention in a whole class group for a teaching session e.g. phonics. Can become engrossed in an activity and find it difficult to switch attention to another task. Managing Self: Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Building Relationships: Can play with other children as part of a game or activity without adult support. Can take turns and share sometimes with adult support.

Knowledge and Understanding of the World



RE: Lincolnshire Syllabus

Special and Sacred

Which people, stories and events are special to me?

Children will learn about:

Special Events

Bonfire Night and Remembrance Sunday – non-religious special/commemorative events. How and why are they celebrated?

Advent and Christmas.

Why these are special for Christians.

Why Christians think that Jesus was a special baby: the Nativity story.

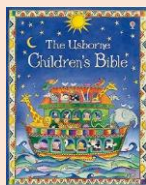
How the Nativity story is celebrated in school.

New life: How Christians might celebrate the birth of a baby.

New learning objectives:

Pupils should know and understand:

- why Christmas is special for Christians
- how people celebrate Christmas, including in school
- why stories are important to Christians
- how some people show that they belong to a religion



Geography: Kapow

Seasons

Children will:

- Use the senses to explore natural materials
- Make observations of natural materials in the world around them.
- Describe the effects of different weather conditions.
- Use the senses to observe and talk about experiences whilst outside.
- Begin to notice some of the features of the changing seasons.
- Begin to recognise seasonal weather conditions.

Past and Present:

Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events.

(E.g. Remembrance Day, Bonfire Night).

People, Cultures and Communities:

Knows about some celebrations and is able to talk about how they might be celebrated. (E.G. Christmas and Diwali, Halloween, Bonfire Night, Remembrance Day).

The Natural World:

Describes some features of plants and animals and identifies when things are the same and different.

- Understand how to help local animals by making places for them to live.

Science: Developing Experts

Our Body

The children will know:

How we use our arms, legs and chest

- How to label parts of my body on a diagram
- How our hands can be used
- How our feet can be used
- All about the different body parts

How to describe and explain how we use our eyes and nose to see and smell

- Know which senses our eyes and nose are used for
- Know what the eyes and nose are and where they are
- Know how ears work
- Know the functions of the mouth
- Know the functions of hair
- Know how humans grow
- Know about changes in our own bodies
- Know some ways we have changed from a baby
- Know about similarities and differences in human beings
- Know ways in which you are unique to others
- Know the different features of your body

Creative Development



Art: Kapow

Painting and Mixed Media – Paint My World

Learning Objectives:

- To explore paint through finger painting
- To investigate and describe the textures and colours of paints.
- To talk about their work and decide if it is abstract or figurative.
- To create natural paintbrushes with found objects
- To use natural paint brushes and mud to create artwork.
- To respond to music through the medium of paint.
- To use paint to express ideas and feelings.
- To make child-led collages using mixed media.

Experimentation and Choice

Focus: Making choices about tools and techniques

Media and Materials:

Introduce simple printing, rubbing and collage techniques
Begin exploring 3D construction using junk modelling and blocks.
Talk about colours, shapes and textures in their creations.

Imaginative and Expressive:

Extend role play areas with props and costumes.
Introduce story maps and puppets for retelling.
Encourage expressions of emotions through art and movement.

- To use loose parts to create a piece of transient art.
- To create landscape collages inspired by the work of Megan Coyle.
- To create a large piece of group artwork based around fireworks.
- To explore with colour, design and painting techniques.
- To use a range of tools to create and decorate salt dough decorations.

Seasonal Craft: Christmas Salt Dough Decorations

- To create an autumnal wreath using natural found objects.
- To experiment with different ways to join materials.

DT: Kapow

The children will focus on art this term, rather than DT.

They will, however, do the Kapow seasonal DT project as the parent challenge workshop this term.



Christmas: Sliding Santa chimneys

Children explore a simple paper slider mechanism as part of a practical example and then apply it to create their own sliding Santa chimney picture.

Learning Objective

To create a picture with a simple sliding mechanism.

Music: Kapow Celebration

The children will learn about music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.

The children will know about the festival of Diwali and respond to the music through movement.

The children learn some of the dances and instruments from the festival of Hanukkah.

They learn about the festival of Kwankzaa, children take part in traditional African call and response song and find classroom object to use as drums.

Children take part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song.

Children create and perform appropriate actions to represent Christmas song lyrics.

Rhyme Time – see above