

Sutton On Sea Primary School

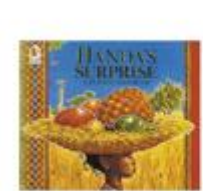
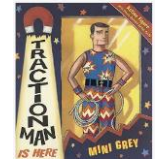
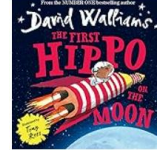
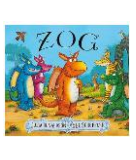
EYFS Medium Term Plan Term 3



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
New Year, Chinese New Year, National Story Telling Week, Children's Mental Health week, Safer Internet Day, Spring, World Poetry Day	Reading/Home learning Parent/child craft workshop Parents evening Termly curriculum information Topic Home learning menu	Chinese New Year Safer Internet Day Mental Health Week NSPCC Number Day National Story Telling Week Spring Walk Visits from local heroes: fireman, policeman, doctor, dentist, farmer. Pancake Day
Core Reading for Pleasure Texts: (These will evolve through linked authors/genres according to the children's interest and preferences during the term)      		
Drawing Club Texts      		
Traction Man is Here! Mini Grey Rapunzel Bethan Woolvin Supertato Sue Hendra superbat Matt Carr the First Hippo on the Moon David Walliams Zog Julie Donaldson		
Area of Learning		Milestones: Spring Term 1
Communication and Interaction		Expanding Vocabulary and Sentence Structures Focus: Enhancing vocabulary and sentence complexity.



Key Skills:
Begin to engage in role play with peers, demonstrating an understanding of simple scenarios.
Ask and answer questions to explore ideas and clarify understanding.
Connect one idea or action to another, using a wider range of connectives.
Ask questions to find out more and check they understand what has been said to them.
Listen and talk about stories to build familiarity and understanding.

Little Wandle Letters and Sounds Interaction Techniques

 Tune in Watch, wait, wonder "You really are interested!"	 Pause more Think before you speak "10"	 Running commentary Narrate the activity "I can see you are ..." "Now you are ..." "Look at you ..."	 Make links Connect to what they know "That is like when ..." "That makes me think of ..." "Do you remember when we ...?"	 Give choices Model language "Would you like ... or ...?" "Do you want to ... or ...?"
 Recast and extend Build on language "That's right, a bus." (recast) "A big, red bus like the one in our book." (extend)	 Name Point and label "That's called a ..." or "That's a ..." End by saying "... isn't it?"	 Ask open questions Find out more "Tell me (more) about ..." "How ...?" "Why ...?" "What ...?" "Where ...?" "Who ...?" "When ...?"	 Prompt thinking Think, suggest, wonder "I think ..." "Why don't you ...?" "I wonder what ...?"	 Comment Tell, don't ask "You are ..." "You have ..."

As above
Staff to promote quality interactions using the techniques from Little Wandle.

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Literacy



Literacy Tree:



Text(s): The Magic Paintbrush, Julia Donaldson

Outcomes: Thought bubbles, labels, oral retelling, writing in role, thank you letters

Main outcome: Own version overcoming tale



Text(s): Little Red, Lynn Roberts

Outcomes: Labels, notes of advice, adverts

Main outcome: Alternative character version



Text(s): Super Millie and the Super School Day, Stephanie Clarkson

Outcomes: Letters of encouragement; a retelling; song lyrics and job applications

Main outcome: Alternative character version

Comprehension: Use picture clues to help read a simple text.

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a limited selection.

Play is influenced by experience of books (small world, role play).

Emergent writing: Use appropriate letters for initial sounds.

Composition: Orally compose a sentence and hold it in memory before attempting to write it.

Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.

Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

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 2/3

Consolidate Phase 2 skills.

Begin Phase 3 skills –

Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu

Know the 4 consonant digraphs – sh, th, ch, ng

Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi

Know trigraph igh

Know tricky words, the, to, he, she, we, me, be, was, my

Word Reading: Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Maths



White Rose Maths: Week 1/2: Alive in 5



Key books

- *Zero is the Leaves on the Tree* by Betsy Franco
- *None the Number* by Oliver Jeffers
- *Anna's Counting Book* by Mitsumasa Anno
- *I Spy Numbers* by Jean Marzollo
- *The Ugly Five* by Julia Donaldson
- *Five Small Stars* by Elizabeth Matterson and Madge Bugden
- *Room on the Broom* by Julia Donaldson

Week 3: Mass and Capacity



Key books

- *Who Sank the Boat?* by Pamela Allen
- *Balancing Act* by Ellen Stoll Walsh
- *A Beach for Albert* by Eleanor May

Week 4/5: Growing 6,7,8



Key books

- *Handa's Surprise* by Eileen Browne
- *Sidney the Silly Who Only Eats 6* by M.W. Penn
- *Six Dinner Sid* by Inga Moore
- *1, 2, 3 to the Zoo* by Eric Carle
- *Kipper's Toybox* by Mick Inkpen
- *Quack and Count* by Keith Baker
- *Simon Sock* by Sue Hendra and Paul Linnet
- *Missing Mittens* by Stuart J. Murphy
- *Noah's Ark*
- *Double Dave* by Sue Hendra
- *Minnie's Diner* by Dayle Ann Dodds
- *Two of Everything* by Lily Toy Hong
- *Don't Forget the Bacon!* by Pat Hutchins
- *The Snail and the Whale* by Julia Donaldson

Week 6/7: Length and Time



Books

- *Five Minutes' Peace* by Jill Murphy
- *Mr Wolf's Week* by Colin Hawkins

Alive in 5

- To understand the concept of zero
- To recognise zero
- To recognise the numeral zero
- To find an amount to 5, including zero
- To make moves corresponding to number 0-5
- To subitise 0-5
- To represent 0-5
- To find 1 more and 1 less of numbers 0-5
- To explore the composition of numbers to 5, recognising number within numbers.
- To make numbers to 5, combining parts to make a whole.

Mass and Capacity

- To compare mass
- To find a balance
- To explore capacity
- To compare capacity

Growing 6,7,8

- To find 6,7,8
- To represent 6,7,8
- To find 1 more and 1 less than numbers to 8
- To understand the composition of numbers 6,7,8
- To make pairs and recognise odd and even numbers
- To find doubles to 8
- To make doubles to 8
- To combine 2 groups

	- To make numbers to 8 combining parts to make a whole. Length, height and time - To explore length – long and short - To compare length – longer and shorter, longest and shortest - To explore height - tall and short - To compare height – tallest and shortest, taller and shorter - To talk about time – morning afternoon evening - To sequence time – today tomorrow next week next month next year, yesterday, last week, month year
Mastering Number Spring 1 2026 As the programme started late this year, week 5 from Autumn 2 still needed to be completed. Week 5: Comparison of quantities: 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 to 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, such as by clapping or jumping. - begin to understand that when a set of objects is rearranged, its quantity remains the same. Week 11-15 of the programme. Week 11: Focus: Subitising Children will: - use their fingers to quickly show quantities on 1 hand - recognise the numerals 1–5 - begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. - subitise linear and paired arrangements of 2, 3 and 4 dots - visualise and recreate arrangements of 3, 4 and 5 dots - match arrangements of 3, 4 and 5 dots to the correct numerals.	Outcomes for the Spring Term: Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers - understand that two equal groups can be called a double and connect this to finger patterns. - Sort odd and even numbers according to their shape. - Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. - Order numbers and play track games. - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

- match numerals to quantities for 1–5
- recognise die arrangements
- visualise and describe arrangements of dots on a die
- use dice to link subitised amounts with 1-to-1 counting actions.
- recognise die patterns to 6
- link die patterns to numbers shown on their fingers
- use die patterns to play track games.

Week 12:

Focus: Counting, ordinality and cardinality

Children will:

- recognise numerals 1–5
- order numbers from 1–5.
- match numerals to quantities in order
- help to build towers in order from 1–5 squares
- see the staircase pattern and recognise that each number is 1 more.
- order towers of 1–5 interlocking cubes
- notice when we have ‘1 more’ and when we do NOT have ‘1 more’.
- match numerals to representations
- represent staircase patterns in different ways, knowing that each new ‘step’ is 1 more than the last

Week 13:

Focus: Composition

Children will:

- show numbers to 5 using their fingers
- see that 5 can be partitioned into 4 and 1.
- show ways of making 5 on their fingers
- see that 5 can be partitioned into 3 and 2.
- find ways to partition a set of 5.
- understand that 5 can be partitioned (split) into different parts
- be able to explain what the parts are
- use what they know about 5 to work out a hidden number.

Week 14:

Focus: Composition

Children will:

- see that there are 5 dots on a die pattern
- represent 4 in different ways on a die frame.
- use their fingers to represent 6 as ‘5 and a bit’
- use double dice frames to represent 6 as 5 and 1 more.
- match die representations of numbers 1–6 to representations on their fingers
- see that 5 and ‘2 more’ make 7.
- count out 6 blocks from a collection
- replace 1 block and know that there are still 6
- add another block to make 7.

Week 15:

Focus: Comparison

Children will:

- use 'more than' and 'fewer than' to describe quantities
- say when they can see that someone has more or fewer of the same kind of object
- know that it is quantity – not colour – that determines if 1 set has more or fewer of the same type of object than another.
- use 'more than' and 'fewer than' to describe quantities
- say when they can see that someone has more or fewer of the same kind of object
- know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another.
- use 'more than' and 'fewer than' to describe quantities
- say when they can see that someone has more or fewer of the same kind of object
- know that it is quantity – not colour, size or type of object – that determines if 1 set has more or fewer items than another.
- use the words 'an equal number' to say when there is the same number of items in 2 sets
- say when they can see an equal number.

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.

Spring 1: Building Skills and Control

Gross Motor:

Using equipment to develop core strength (balance bikes, climbing frames)

Explore a wider range of movement (skipping, hopping, galloping)

Participate in team movement games (relay style activities).

Improve coordination through yoga/stretching activities.

Fine Motor:

Form recognisable letters using correct pencil grip.

Begin independent fastening of clothes – buttons/zips.

Develop accuracy in tasks like threading beads and lacing.

Introduce early handwriting practise (patterns, name, cvc words).

Use smaller tools (pipettes, tweezers) for precision tasks.

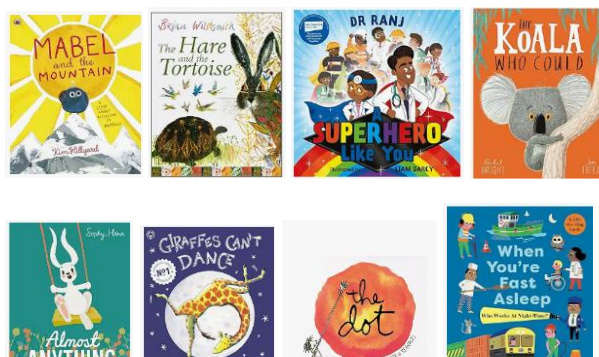
Personal, Social, Emotional Development



JIGSAW: Dreams and Goals

Pupils should know and understand:

- What it means to persevere
- How to keep trying even when it is difficult
- How to set a goal
- How I can be kind and encourage others
- The jobs I might like to do when I am older
- Different skills I might need to learn
- How it feels to achieve a goal



Self-Regulation: Is willing to keep trying if something is difficult or challenging. Can identify a wider range of feelings e.g. scared, excited, angry, frustrated, nervous, worried and joyful.

Managing Self: Identifies how others feel and responds appropriately. Perseveres with fastenings on coats and follows instructions to dress and undress from PE. Washes hands without reminders.

Building Relationships:

Is aware of the needs of others but can find it hard to let others take the lead.

Knowledge and Understanding of the World



Science: Developing Experts

Weather and Seasons

The children will know:

- What clothes you need to wear in the rain
- The differences between rain, ice and water
- The role of clouds
- What causes wind and changes the direction
- What snow is
- That snow melts when the weather gets warmer
- Objects that are the same colour as the colours in the rainbow
- How a rainbow is formed
- How to make a rainbow
- Seasonal changes
- What happens during each season
- What clothes you might need for each season
- What happens to a tree during the four seasons

RE: Special and Sacred

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. New Year, Chinese New Year)

People, Cultures and Communities:

Listens carefully to stories about different places and is beginning to recognise that different places have different features.

The Natural World:

Notifies, observes and talks about seasonal changes.

Creative Development



DT: Kapow

Structures: Boats

Outcomes:

- Designing a junk model boat
- Using knowledge from exploration to inform design.
- Making a boat that floats and is waterproof, considering material choices.
- Making predictions about, and evaluating different materials to see if they are waterproof.

Combining and Representing Ideas

Focus: Combining media to represent real or imagined experiences.

Focus: Planning what to create and trying new ways to achieve it.

Media and Materials:

Plan simple creative projects (E.G. 'I want to create a rocket').

Explore joining techniques (e.g glue, tape, split pins)

Start to mix paints purposefully for desired colours

Imaginative and Expressive:

Plan and act out stories in small groups.

Create simple dances or movements sequences to music.

Sing with increasing rhythm and pitch awareness.

- Making predictions about, and evaluating existing boats to see which floats best.
- Testing their design and reflecting on what could have been done differently.
- Investigating the how the shapes and structure of a boat affect the way it moves.

Seasonal Craft: Art (parent workshop)

- To use threading to create a flower.

Music: Kapow

Music and Movement

Skills:

- Listening appropriately to someone leading a short musical phrase, song or rhyme.
- Exploring spontaneous movement with different parts of their body in response to music.
- Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).
- Singing short, rhythmic rhymes and songs.
- Exploring and imitating sounds.
- Facing the audience when performing.
- Spontaneously expressing feelings around performing.
- Performing actively as part of a group.
- Demonstrating being a good audience member, by looking, listening and maintaining attention.