

Sutton On Sea Primary School

EYFS Medium Term Plan Term 4



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.

SOWING A SEED

Possible Events/Themes
Spring, World Book Day, British Science Week, Easter, St George's Day, NSPCC
Number Day, Comic Relief, Mother Day

Parental Engagement
Reading/Home learning
Parent/child craft workshop
Parents evening
Termly curriculum information
Topic Home learning menu

Possible Cultural Capital/Experiences/Enrichment
Pancake Day
World Book Day
Visit to Summerfield Care Home
Visit to the beach
Visit to Garden Centre/lambs

Core Reading for Pleasure Texts:

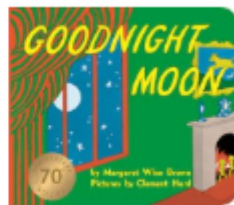
(These will evolve through linked authors/genres according to the children's interest and preferences during the term)



Mr Gumpy's Outing



Rain Before Rainbows



Goodnight Moon



Mrs Armitage on Wheels



Gruffalo's Child 20th Anniversary Edition



Take Off Your Brave: Poems Just for You



Shhh!

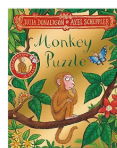
Drawing Club Texts



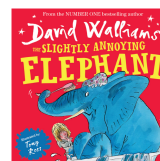
The Smartest Giant in Town
Julia Donaldson



Big Bad Bun
Jeanne Willis



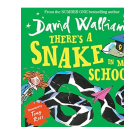
Monkey Puzzle
Julia Donaldson



The Slightly Annoying Elephant
David Walliams

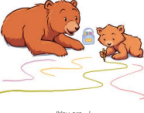


The First Hippo on the Moon
David Walliams



Snake in My School Zog
David Walliams

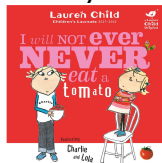
Area of Learning	Milestones: Spring Term 2
Communication and Interaction 	Expanding Vocabulary and Sentence Structures Building Confidence in self-expression Focus: Encouraging children to express opinions, thoughts and ideas more freely. Key Skills: Express personal preferences and reasons (e.g. I like this book because...) Engage in back and forth conversations where children explain or elaborate on their ideas. Use language to describe events and activities in greater detail. Ask more detailed questions to clarify understanding and encourage others to share. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.
Little Wandle Letters and Sounds Interaction Techniques	As above Staff to promote quality interactions using the techniques from Little Wandle. .

 Tune in Watch, wait, wonder  "I can see you are ..." "Now you are ..." "Look at you ..."	 Pause more Think before you speak  "I can see you are ..." "Now you are ..." "Look at you ..."	 Running commentary Narrate the activity  "I can see you are ..." "Now you are ..." "Look at you ..."	 Make links Connect to what they know  "I can see you are ..." "Now you are ..." "Look at you ..."	 Give choices Model language  "I can see you are ..." "Now you are ..." "Look at you ..."
 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 ..."

Literacy



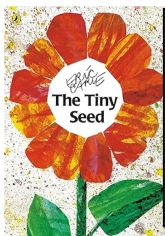
Literacy Tree:



Text(s): I Will Ever Never Not Eat a Tomato, Lauren Child

Outcomes: Statements, Writing in Role, Shopping Lists

Main outcome: Own story about fussy eater.



Text(s): The Tiny Seed, Eric Carle

Outcomes: Labels and captions, advice, re-telling, writing in role, narrative, letter

Main outcome: Advice leaflet



Text(s): The Extraordinary Gardener, Sam Boughton

Outcomes: Labels, Letters of Advice, Instructions, Narrative

Main outcome: Narrative Inspired by the text

Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books

Innovate a well-known story with support

Emergent writing: Build words using letter sounds in writing.

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

Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

	Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.
Little Wandle Letters and Sounds Phonics 	Phase 4 Consolidate Phase 3 skills. 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, pure, sure, are, all

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

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.

Maths



Milestones:

Spring

Alive in 5

VIEW

Mass and capacity

VIEW

Growing
6, 7, 8

VIEW

Length, height
and time

VIEW

Building 9 and 10

VIEW

Length, Height and Time:



Key books

- *Superworm* by Julia Donaldson
- *Actual Size* by Steve Jenkins
- *Jim and the Beanstalk* by Raymond Briggs
- *I Can Only Draw Worms* by Will Mabbitt
- *Titch* by Pat Hutchins
- *Tall* by Jez Alborough
- *Jack and the Beanstalk*
- *The Giraffe Who Got in a Knot* by Paul Geraghty and John Bush
- *Five Minutes' Peace* by Jill Murphy
- *Mr Wolf's Week* by Colin Hawkins
- *A Dark, Dark Tale* by Ruth Brown
- *Jasper's Beanstalk* by Nick Butterworth

Top tips

- Having calendars, timers and clocks around the provision helps support children to reference time.

Key resources



Length and Height

- Explore time – lengths of time: seconds and minutes
- Sequence time – days of the week.

Building 9 and 10



Key books

- *Nine Naughty Kittens* by Linda M. Jennings
- *Ten Little Fingers and Ten Little Toes* by Mem Fox
- *Cockatoos* by Quentin Blake
- *How Do Dinosaurs Count to Ten?* by Jane Yolen
- *The 'Ten Little ...' series* by Mike Brownlow
- *Anno's Counting Book* by Mitsumasa Anno
- *One Duck Stuck* by Phyllis Root
- *Mouse Count* by Ellen Stoll Walsh
- *Ten in the Bed* by Penny Dale
- *One Gorilla* by Anthony Browne
- *Mr Willy-Nilly and Zoey's Dream* by Ji-yun Shin
- *Pete the Cat and the Missing Cupcakes* by Kimberly and James Dean
- *Ten Black Dots* by Donald Crews
- *Two of Everything* by Babette Cole
- *Double the Ducks* by Stuart J. Murphy
- *One Odd Day* by Doris Fisher and Dani Sneed

Key resources



Building 9 and 10

- To find 9 and 10 in different contexts
- Compare numbers to 10
- Represent 9 and 10
- Subitise to 10
- 1 more and 1 less for numbers up to 10
- Composition to 10
- Bonds to 10 (2 parts)
- Making arrangements of 10.
- Bonds to 10 (3 parts)
- Doubles to 10 – find and make
- Explore even and odd

3D Shapes

- Recognise and name 3D shapes
- Find 2D shapes within 3D shapes
- 3D shapes for tasks and in the environment
- Identify, copy and continue patterns
- Find patterns in the environment.

Explore 3D Shapes



Key books

- *Circle! Sphere!* by Grace Lin
- *Changes, Changes* by Pat Hutchins
- *Naughty Bus* by Jan Oke
- *Rapunzel*
- *Kitten Castle* by Ellen Weiss and Mel Friedman
- *Shapes, Shapes, Shapes* by Tana Hoban
- *Pattern Fish* by Trudy Harris
- *Pattern Bugs* by Trudy Harris
- *Busy, Busy, Busy* by Haneul Ddang
- *The Leopard's Drum* by Jessica Souhami
- *Jamil's Clever Cat* by Fiona French with Dick Newby

Top tips

- Gather a range of recyclable box modelling resources of different shapes and sizes for children to build with.
- Enhance dough areas with 3-D shapes and real objects for children to experiment with and explore the properties of shapes.
- Encourage children to create patterns linked to their interests by providing a range of loose parts in different areas of provision.

Key resources



Mastering Number



Spring 2 2026

Week 16-20 of the programme.

Week 16:

Focus: Counting, ordinality and cardinality

Children will:

- Practice counting aloud and revise the principals of counting

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:

- Explore composition of numbers 6-8
- Investigate the 1 more and 1 less principal
- Order numbers 1-10

Week 17:

Focus: Comparison

Children will:

- Subitise – saying '6 and not 6'
- Represent numbers as 5 and ? more using fingers
- Order quantities to 10
- Reason about which numbers are more than others
- Notice when numbers are 'increased' and 'decreased' and explain their thinking

Week 18:

Focus: Composition

Children will:

- Use conceptual subitising to explain parts of a whole set
- Visualise arrangements and make gesture to describe numbers within a whole set
- Work out missing parts of numbers using the 5 and a bit structure.
- Understand that numbers 5-8 can be composed in different ways.

Week 19:

Focus: Composition

Children will:

- Know when 2 sets are equal in number.
- Identify when a double is shown and explain why.
- Say what the whole is when there are 2 equal parts
- Use objects to make double patterns
- Show double patterns on their fingers to 5 and 5.

Week 20:

Focus: Composition

Children will:

- Say what the whole is when there are 2 equal parts
- Recognise and sort objects which are similar and different to each other, including odds and evens (Numberblocks).

- 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.
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 2: Building Skills and Control Gross Motor: Demonstrate increasing stamina in outdoor play (running, jumping) Navigate obstacle courses with control and balance Throw and catch with more accuracy Start simple ball games, rolling, bouncing, aiming. Join in with simple dance routines and move to rhythm. Fine Motor: Maintain consistent pencil grip during tasks. Use scissors to cut around complex shapes. Strengthen control using drawing and writing tools with accuracy. Introduce handwriting lines and begin letter formation in line. Build muscle memory through fine motor challenges (e.e. lego, locks/latches)
Personal, Social, Emotional Development		Suggested Texts: Healthy Me P6 - 'Little Red Riding Hood' Traditional Tale (Theme: safe adults) JIGSAW: Healthy Me



JIGSAW: Healthy Me

Knowledge	Social and emotional skills
- I can name some parts of my body and understand that being active helps keep me healthy - I understand that moving my body and resting are both important for my health - I can talk about things I need to do to stay healthy - I know what “healthy” means and can begin to make healthy food choices - I know how to help myself go to sleep and understand why sleep is important - I can wash my hands and understand why this is important, especially before eating and after using the toilet - I know who my safe adults are and how to stay safe if they are not close by	- I can notice how my body feels when I am active and understand that moving helps keep me well - I can recognise when my body needs movement or rest - I can talk about some ways I can look after myself and keep my body healthy - I can make simple healthy choices and notice how these help my body and feelings - I can use strategies that help me feel calm and ready for sleep - I can take responsibility for caring for my body by keeping myself clean and healthy - I can identify trusted adults and ask for help when I feel unsafe or unsure
Vocabulary	
asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried	

In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don’t know.

Self-Regulation: Can label and talk about other’s emotions. Responds well to more complex instructions in smaller groups but can need visual reminders in larger groups.

Managing Self: Follows school and class rules and can talk about their importance.

Building Relationships: Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately. .

Knowledge and Understanding of the World	RE: Special and Sacred What do I know about Easter and Holi?
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Science: Developing Experts

Food

The children will know:

- How to use your diet to stay healthy.
- Learn about chicken and eggs
- Discover that cows produce milk
- Explore the use of wheat and flour to make a dough.

Plants

The children will know:

- That plants are living things
- Where plants come from
- How to look after plants.

Past and Present:
Talks about significant historical events and how things were different in the past.

People, Cultures and Communities:
Looks at and makes maps of the local environment. Describes a journey within the local environment.

The Natural World:
Has a good general knowledge about living things and the natural environment and can describe features of different plants and animals, recognising when they are the same and different.

Creative Development



Art Kapow

Let's Get Crafty!

Refinement and Planning
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

Key knowledge

- ✓ **Colour:** The names of a wide range of colours.
- ✓ **Pattern:** When they have made a pattern with objects/colours/drawn marks and be able to describe it.
- ✓ Explore differences when cutting a variety of materials.
- ✓ Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.
- ✓ Follow lines when cutting.
- ✓ Experiment with threading objects, holding equipment steady to do so.
- ✓ Explore techniques for joining paper and card eg stick, clip, tie, tape.
- ✓ Apply craft skills eg. cutting, threading, folding to make their own artworks.
- ✓ Design something on paper ready to make in three dimensions.
- ✓ Artists choose colours to draw or paint with.
- ✓ **Art is:** Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...

Seasonal Craft: Art (parent workshop)

Easter craft: Egg threading

- Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.

Easter: Hanging egg decoration

- After listening to the Easter story, and learning about the history of Easter eggs, pupils design and make their own Easter egg hanging decorations.
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Music: Kapow

Musical stories

A unit based on traditional children's tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.

Imaginative and Expressive:
Use narrative in role play based on familiar and original stories.
Perform songs and dances in small groups.
Explore sounds using musical instruments to create mood or rhythm.

Key knowledge

- ✓ To understand that a piece of music can tell a story with sounds.
- ✓ To know that different instruments can sound like a particular character.
- ✓ To understand what 'high' and 'low' notes are.

Key skills

- | | | |
|---|--|--|
| ✓ Listening appropriately to someone leading a short musical phrase, song or rhyme. | ✓ Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) | ✓ Experimenting with creating sound in different ways using instruments, body percussion and voices. |
| ✓ Exploring spontaneous movement with different parts of their body in response to music. | ✓ Exploring different ways of holding a range of instruments. (Groups A, B and C.) | ✓ Selecting sounds that make them feel a certain way or remind them of something. |
| ✓ Expressing different spontaneous emotional reactions to music (smiling, movement, body language). | ✓ Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) | ✓ Playing sounds at the relevant point in a storytelling. (*Not covered if following our condensed curriculum) |
| ✓ Identifying and imitating sounds from a variety of music. | ✓ Using instruments expressively to music. (Group B.) | ✓ Facing the audience when performing. |
| ✓ Considering whether background music and sound effects can enhance storytelling. | ✓ Finding a comfortable static position when playing instruments or singing. | ✓ Spontaneously expressing feelings around performing. |
| ✓ Singing short, rhythmic rhymes and songs. | ✓ Exploring and imitating sounds from their environment and in response to events in stories. | ✓ Performing actively as part of a group. |
| | ✓ Exploring and imitating sounds. | ✓ Demonstrating being a good audience member, by looking, listening and maintaining attention. |