

Intent: The children will learn and acquire a foundation of knowledge regarding what happens to their environment, including the land and weather, during the seasonal changes of Spring

Implementation: The children will explore geographical changes through weather walks & mapping, monitoring of changes to the landscape, educational visits and experiments.

Impact: The children will be able to discuss, in confidence, changes to their physical environment based on Spring, including new life that they have observed. The children will be able to recall weather patterns and make forecasts based upon their own gained knowledge. The children will have a foundation of knowledge in Understanding the World.

Early Years Foundation Stage – Reception
Spring 2 Medium Term Planning
3 Prime Areas of Learning
Spring (Geography link)
What happens in Spring?

Key Vocabulary:
Season – a different time in the year, with different weather
Bud – part of a plant that is ready to flower
Bloom – when plants or trees produce flowers
Weather Forecast - making predictions about what the weather will be like in an hour, a day, a week
Weather Pattern – a type of weather that stays the same for days – weeks
Landscape – an area of land that can be seen
Earth – land that is made up of soil

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 Spring Time Weather	How can we make good choices? MFB 40-60mths Aware of the boundaries set, and of behavioural expectations in the setting MFB ELG talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	Daily discussion about the weather S30-50m Uses vocabulary focused on objects and people that are of particular importance to them. S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. SELG Develops own narratives and explanations by connecting ideas or events.	PE: Aiming a small ball MH 40-60m Experiments with different ways of moving. MH40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG Children show good control and co-ordination in large and small movements. HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.
2 Planting	Helping and working together to plant seeds MFB 40-60m Beginning to be able to negotiate and solve problems without aggression MFB ELG work as part of a group or class, and understand and follow the rules.	Discussion about how to plant a seed S30-50m Uses vocabulary focused on objects and people that are of particular importance to them. S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. SELG Develops own narratives and explanations by connecting ideas or events.	PE: Throwing and catching a small ball MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.
3 Weather Forecasting	How to be the best friend we can be MR 40-60m Explains own knowledge and understanding, and asks appropriate questions of others. MR ELG show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Making weather predictions (forecasting) S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. S ELG They develop their own narratives and explanations by connecting ideas or events. U40-60mths Listens and responds to ideas expressed by others in conversation or discussion	PE: Ball control with feet – dribbling a ball MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.
4 Spring Explorers	Classroom games SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions SCA ELG are confident to try new activities, and say why they like some more than others.	What makes our Mother's special S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. S ELG develop their own narratives and explanations by connecting ideas or events.	PE: Ball control with feet – passing a ball MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.
5 Signs of New Life	Whole group speaking activity (see C&L) SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions. SCA ELG are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	Listening to others' share their findings of spring L 40-60m Maintains attention, concentrates and sits quietly during appropriate activity. L ELG listen attentively in a range of situations. L ELG give their attention to what others say and respond appropriately, while engaged in another activity.	PE: Ball control with feet – shooting, dribbling & passing MH 40-60m Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. MH ELG They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively HSC 40-60m Shows understanding of how to transport and store equipment safely. HSC 40-60m Practices some appropriate safety measures without direct supervision. HSC ELG Children know the importance for good health of physical exercise. They manage their own basic hygiene and personal needs successfully, including dressing.
6 Signs of New Life Farm Visit	Managing feelings and behaviours – farm trip MFB 40-60m Aware of the boundaries set, and of behavioural expectations in the setting MFB ELG adjust their behaviour to different situations, and take changes of routine in their stride.	Recall of The Easter Story S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. S ELG They develop their own narratives and explanations by connecting ideas or events. U40-60mths Listens and responds to ideas expressed by others in conversation or discussion	PE: Team Games MH40-60mths Negotiates space successfully when playing racing and changing games with other children, adjusting speed or changing direction to avoid obstacles MH ELG Children show good control and co-ordination in large and small movements.

Early Years Foundation Stage – Reception
 Spring 1 Medium Term Planning
 4 Specific Areas of Learning
 Spring (Geography link)
What happens in Spring?

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 Spring Time Weather	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books. R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Holiday recall W 40-60m Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. W 40-60m Attempts to write short sentences in meaningful contexts. W ELG write simple sentences which can be read by themselves and others.</p>	<p>Money – recognising coins SSM 40-60m Beginning to use everyday language related to money. SSM ELG use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Daily weather diary TW 40-60mths Looks closely at similarities, differences, patterns and change TW ELG talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Pancake making PC ELG talk about past and present events in their own lives and in the lives of family members.</p> <p>Science (outdoor learning)</p>	<p>Making a weather wheel EUMM 40-60m Selects tools and techniques needed to shape, assemble and join materials they are using. EUMM ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
2 Planting	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books. R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Instructional Writing – pancakes (wk1) W 40-60m Hears and says the initial sound in words. W 40-60m Writes own name and other things such as labels, captions – (instructions) W 40-60m Attempts to write short sentences in meaningful contexts.</p>	<p>Money – ordering coins by value SSM 40-60m Beginning to use everyday language related to money. SSM ELG use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Planting seeds (mother’s day gift) TW 40-60mths Looks closely at similarities, differences, patterns and change TW ELG make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Science (outdoor learning)</p>	<p>Spring Observational paintings (water colour) BI 40-60m Chooses particular colours to use for a purpose. BI ELG use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>
3 Weather Forecasting	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books. R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Descriptive writing - weather W 40-60m Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Money – adding coins SSM 40-60m Beginning to use everyday language related to money. SSM ELG use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Forecasting the weather TW 40-60mths Looks closely at similarities, differences, patterns and change TW ELG talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Science (outdoor learning)</p>	<p>Weather Art (pastels) BI 40-60m Chooses particular colours to use for a purpose. BI ELG represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

	<p>W 40-60m Attempts to write short sentences in meaningful contexts. W ELG use their phonic knowledge to write words in ways which match their spoken sounds. W ELG write some irregular common words.</p>			
<p>4</p> <p>Spring Explorers</p>	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books. R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Description of their planted seed (wk2) W 40-60m Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. W 40-60m Attempts to write short sentences in meaningful contexts. W ELG use their phonic knowledge to write words in ways which match their spoken sounds. W ELG write some irregular common words.</p>	<p>Time – sequencing daily events SSM 40-60m Uses everyday language related to time. SSM 40-60m Orders and sequences familiar events.</p>	<p>Plotting signs of spring on school map TW 40-60mths Looks closely at similarities, differences, patterns and change TW ELG talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Science (outdoor learning)</p>	<p>Mother's Day cards EUMM 40-60m Experiments to create different textures. EUMM 40-60m Understands that different media can be combined to create new effects. EUMM 40-60m Manipulates materials to achieve a planned effect</p>
<p>5</p> <p>Signs of New Life</p>	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books. R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Description of Spring W 40-60m Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. W 40-60m Attempts to write short sentences in meaningful contexts. W ELG use their phonic knowledge to write words in ways which match their spoken sounds. W ELG write some irregular common words.</p>	<p>Time – measuring periods of time SSM 40-60m Measures short periods of time in simple ways. SSM ELG use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Photo evidence of changes to land in our environment T 40-60m Uses ICT hardware to interact with age appropriate computer software. T ELG They select and use technology for a particular purpose.</p> <p>Science (outdoor learning)</p>	<p>Easter Small World BI 40-60m Plays co-operatively as part of a group to develop and act out a narrative. BI ELG represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
<p>6</p> <p>Signs of New Life Farm Visit</p>	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books. R ELG read and understand simple sentences. R ELG use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Comparison of farm and school land W 40-60m Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. W 40-60m Attempts to write short sentences in</p>	<p>Time – comparing lengths of time SSM ELG use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Comparison of land between farm and school TW 40-60mths Looks closely at similarities, differences, patterns and change TW ELG talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Science (outdoor learning)</p>	<p>Easter cards & crafts EUMM 40-60m Experiments to create different textures. EUMM 40-60m Understands that different media can be combined to create new effects. EUMM 40-60m Manipulates materials to achieve a planned effect</p>

	<p>meaningful contexts. W ELG use their phonic knowledge to write words in ways which match their spoken sounds. W ELG write some irregular common words.</p>			
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