



**Foundation Stage 2 - Spring Term 1 Medium Term Planning
2025-2026**



The Medium Term Plan shows key teaching points within our topic with progression in key skills personalised to the individual child's needs. The Characteristics of Effective Learning run through all areas of learning as well as opportunities for children's interests to be explored further through child-initiated and adult directed activities within the provision.

Spring 1						
Key School Events:						
January						
<ul style="list-style-type: none"> ● World Religion Day ● Big Talk RSHE workshops 						
February						
<ul style="list-style-type: none"> ● NSPCC Number day ● Safer Internet Day 						
		Learning Journey				
		Week 1	Week 2	Week 3	Week 4	Week 5
Literacy Focus		Lost and Found	Goldilocks and the three bears	Mr Benn-Zoo Keeper	Dear Zoo	Hansel and Gretel Willow the Wisp
Area of learning		What children need to learn. Learning intentions:				
Communication and Language	Listening and Attention	To be able to talk about key events in a story. To be able to make predictions and ask questions. To be able to ask 'when' questions. Vocabulary: beginning, middle, end, predict, why, what, when, where, who				

	Speaking	To know and retell familiar stories with confidence and fluency. To know and use vocabulary linked to their theme. To be able to express ideas using past and present tense.
Personal, Emotional and Social	Building Relationships	To know how to treat others in our class using the statement 'Kind hands and kind words' To know how to make somebody feel better if they are upset. To be able to work and cooperate as a team.
	Self regulation	To be able to use kind hands and words. To be able to tell somebody if feeling upset or worried. To be able to wait for a turn in conversation. To be able to communicate to others and take turns in conversation/play.
	Managing Self	To know why regular teeth brushing is important for health. To be able to look after their own belongings. To be able to zip up their coat independently. Vocabulary: resilience, independence, persistence, determination, teeth, health, brush, toothpaste, dentist, respect
	Jigsaw	Dreams and Goals Key Concepts: Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals Knowledge: LO: To know what a challenge is LO: To know that it is important to keep trying LO: To know what a goal is LO: To know how to set goals and work towards them LO: To know which words are kind LO: To know some jobs that I might like to do when I am older LO: To know that I must work hard now in order to be able to achieve the job I want when I am older

		<p>LO: To know when I have achieved a goal</p> <p>Social and Emotional Skills:</p> <p>LO: To understand that challenges can be difficult</p> <p>LO: To recognise some of the feelings linked to perseverance</p> <p>LO: To talk about a time that I kept on trying and achieved a goal</p> <p>LO: To be ambitious</p> <p>LO: To be resilient</p> <p>LO: To recognise how kind words can encourage people</p> <p>LO: To feel proud</p> <p>LO: To celebrate success</p> <p>Vocabulary: Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.</p>
Physical	Gross Motor PE	<p>Lesson 1 Theme: head, shoulders, knees and toes</p> <p>LO: To explore different body parts and how they move.</p> <p>Lesson 2 Theme: head, shoulders, knees and toes</p> <p>LO: To explore different body parts and how they move and remember and repeat actions.</p> <p>Lesson 3 Theme: transport</p> <p>LO: To express and communicate ideas through movement exploring directions and levels.</p> <p>Lesson 4 Theme: transport</p> <p>LO: To create movements and adapt and perform simple dance patterns.</p> <p>Lesson 5 Theme: morning routine</p> <p>LO: To copy and repeat actions showing confidence and imagination.</p> <p>Lesson 6 Theme: my journey to school</p> <p>LO: To move with control and coordination, linking, copying and repeating actions.</p>
	Fine Motor	<p>Little Wandle Handwriting</p> <p>To perfect letter formation</p> <p>Dough Disco</p>
Literacy	Word Reading	<p>Little Wandle Spring 1</p> <p>Week 1: ai, ee, igh, oa</p> <p>Week 2: oo, oo, ar, or</p> <p>Week 3: ur, ow, oi, ear</p> <p>Week 4: air, er, words with double letters</p>

		Week 5: Longer words					
	Comprehension	To be able to recall key facts about winter. To be able to predict how the penguin came to the boys house To be able to talk about the animals in the story. To be able to recall the stories with increasing fluency.					
	Writing	Drawing Club: To be able to write cvc words To be able to write phrases To be able to write a simple caption using phonics knowledge					
Maths	Number and Numerical Patterns	Alive in 5 https://whiteroseeducation.com/resources?year=reception&subject=maths	Mass and Capacity	Growing 6,7,8		Length, Height and time	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5	Compare mass Find a balance Explore capacity Compare capacity	Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8	Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising	Conceptual subitising Compare length Explore height Compare height Talk about time Order and sequence time	

Enhanced Provision		Enhanced Provision - refer to Subject handbook for guidance Maths Handbook 2025/2026
Understanding the World	Past and Present (History)	To be able to talk about the differences between Autumn and Winter. Vocabulary: Autumn , Winter, difference, change, colour, senses, weather, similarities
	Possible Enhancements: To explore the outdoor area and talk about changes over time.	
	People, Cultures and Community (RE)	To begin to talk about the lives of the people around them and their roles in society. Vocabulary: similarities, differences, same, environment, friends, family To have an understanding of what Chinese New Year is and how/why it is celebrated.
	Possible Enhancements: To talk about Chinese New Year To talk about some of the traditions of Chinese New Year	
	The Natural World (Science)	To be able to talk about how ice is made and how it melts. Vocabulary: ice, freeze,melt, hard, cold, frozen, water, sun, warmth, heat To be able to talk about how animals keep warm. Vocabulary: blubber, fur, huddle, warm, body heat
(Geography)	To be able to talk about similarities and differences between living things. (jungle animals). Vocabulary: habitat, tail, claws, legs, arms, neck, tall short, slow, fast, monkey,tiger To talk about suitable clothing for the hot and cold weather. Vocabulary: hot, cold, warm. Hot, jumper, hat, scarf, gloves, shorts hat, boots flip flops, sun, hat, t-shirt, skirt, trousers Around the World To compare features in the local environment to other places around the world. To compare contrasting places within the UK.	

		<p>To recognise the difference between city and countryside environments. To compare different landscapes around the world. To understand the characteristics of desert environments, including climate and landscape. To explore and understand life in a cold place, comparing and contrasting it with our own lives.</p> <p>Vocabulary: beach, blizzard, building, city, cottage, countryside, desert, explorer, forest, hill, ice, land, map, mountain, palm tree, polar, rainforest, rivers and dune, scientists, snow, storm, travel, village</p> <p>Outdoor Adventure- Winter</p> <p>To use the senses to observe and talk about experiences whilst outside.</p> <p>To describe the effects of different weather conditions.</p> <p>To begin to recognise seasonal weather conditions.</p> <p>Vocabulary: winter, dark, frost, ice, rain, chilly, cold, freeze, frozen, weather</p>
	<p>Possible Enhancements: To explore different occupations To explore floating and sinking</p>	
Expressive Arts and Design	<p>Creating with Materials (Art)</p>	<p>Painting and mixed media To explore paint through finger painting. To create natural paintbrushes using found objects. To respond to music through the medium of painting. To use child-led collages using mixed media. To create a large piece of group artwork.</p>
	<p>Possible Enhancements: To use different tools to create a Winter Tree. To use different materials and explore textures to create a Penguin Collage. To use different resources to create a camouflage picture.</p>	
	<p>Being Imaginative and</p>	<p>Music - Kapow unit: Musical Stories Lesson 1: <i>To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.</i></p>

	Expressive	<p><i>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</i></p> <p><i>To talk about how a piece of music makes you feel.</i></p> <p><i>Lesson 2: To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story.</i></p> <p><i>To understand that music and instruments can be used to convey moods or represent characters.</i></p> <p><i>To talk about how a piece of music makes you feel.</i></p> <p><i>Lesson 3:</i></p> <p><i>To use actions to retell a story to music</i></p> <p><i>To sing and perform a group song</i></p> <p><i>Lesson 4:</i></p> <p><i>To learn how instruments can represent a certain mood, character or action</i></p> <p><i>To experiment with the sounds of different instruments</i></p> <p><i>Lesson 5:</i></p> <p><i>To create a musical story based upon a familiar routine</i></p> <p><i>To use instruments to represent moods or actions</i></p> <p><i>To play an instrument as part of a group story</i></p> <p><i>Lesson 6: To create a musical story based upon a familiar routine</i></p> <p><i>To use movement to express moods or actions within a musical story</i></p> <p><i>To play an instrument as part of a musical story and perform as a group</i></p>
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