



St Oswald's Primary School EYFS Planning 2025-2026



Medium Term Planning

Term: Spring 1

Date: January 2026 – February 2026

Theme / Topic: Around the World!

Year Group: Reception	
<u>Focus of Learning / linked to topics:</u> Reception children will continue to explore the four seasons, focusing on Winter. Children will investigate different climates and contrasting environments, comparing where we live to other places around the world. Reception will take a close look at different types of homes and houses and the customs of different cultures around the world. Children will go on a winter walk around the school grounds observing how winter effects our local environment. We will celebrate Valentine's Day, Pancake Day and Chinese New Year including food tasting from different cultures.	<u>Prior Learning / linked to topics:</u> Children have explored seasonal change (summer to autumn) in the local area Children have seen different types of homes on local area walk and from trips, holidays and books read in class. Children have all experienced seasonal change and will now take a deeper look in to how the colder weather effects animals, plants and human behaviour (such as the clothes we wear, food we eat, places we visit, how we stay warm and dry)
Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)	
Prime Areas:	
<u>Personal, Social and Emotional Development</u> <ul style="list-style-type: none">• To focus during longer whole class lessons.• To follow two-step instructions.• Begin to plan and talk about what they want to do.• To begin to show resilience and perseverance in the face of challenge.• To practice doing up a zipper and buttons to fasten a coat.• To begin to work as a group with support.• To demonstrate patience whilst waiting their turn in a variety of activities and when sharing resources.	<u>Key vocab / key questions:</u> Confidence, compromise, conversations, overcoming problems, consequences, resilience, turn taking, waiting, patience, perseverance, Who's turn is it now? How could we make it stronger so it doesn't fall over again? What do you know about our local area already? How can we travel around our city? What do we see when we look around Old Swan/Liverpool City Centre? Why does Liverpool have a China Town? What happens during Chinese New Year celebrations? Which other countries have we heard of/read about/visited? Are all houses the same? Why do houses in different countries look different to ours?

<p>Communication and Language</p> <ul style="list-style-type: none"> • To ask <i>who, where, when</i> and <i>what</i> questions to find out more. • To begin to understand humour. • To understand a range of complex sentence structures. • To take on different roles to create stories • To develop the confidence to talk to other adults they see on a daily basis. • To talk in sentences using conjunctions e.g. 'and' or 'because'. 	<p>Key vocab / key questions:</p> <p>Questions, who/what/where/when? stories, sequence, how, why, attention, listening, poems, famous, WOW words, vocabulary, confidence, and, because, humour, funny.</p> <p>What makes good listening? What do I want to see? Who knows a funny joke to tell the class? If we need help, what could we say to Miss/Sir? Why is good listening important? What else would you like to know about this? How could I travel to a different town or city? How could I travel to a different country in the UK? What are the capital cities of the UK? What important buildings are in Liverpool? What happened at the start of our story? How do you think they were feeling? What will happen at the end of the story? What is our special word of the week?</p>
<p>Physical</p> <ul style="list-style-type: none"> • To be able to negotiate space confidently. • Copy, repeat and explore actions in response to stimuli of natural elements and story. • To remember a sequence of movements considerations shape, level and direction. • To be able to use their bodies imaginatively and with control, to communicate ideas through dance. • To move in time with music and begin to use counts. • To sit, run and balance using a balance bike when following a given pathway. • To use a tripod grip when using mark making tools. • To hold scissors correctly and cut along a curved line. • To thread small beads and place small pegs in a board e.g. when creating patterns. • To pour water from different containers • To write taught letters using correct formation, using letter formation guides independently when needed. • Fill containers with spades, scoops and spoons. 	<p>Key vocab / key questions:</p> <p>Pencil grip, model making, media, safety, independence, exercise, healthy eating, travelling, kick, dribble, pour, scoop, dig, balance, glide.</p> <p>What does a train/bus/plane look like? How can you make your body look like a train? How can you move like an aeroplane/helicopter? How can we keep safe on the roads when travelling? How can we travel on at different speeds on foot? What sound do these special friends make? How do we keep healthy and safe? What can you notice about your body before and after exercise? Where does each letter start? Can you balance whilst running with the balance bike? What do you need to do to balance on the bike?</p>
<p>Specific</p> <ul style="list-style-type: none"> • To recognise all set 1 single letter sounds, plus the first 6 set 1 special friends – (ch, qu, sh, th, ng, nk) • To recognise, on sight, red words – 'we be, she he and me' • To recognise the vowel letter names. • To begin reading captions and short sentences during RWI sessions. • To begin to recognise set 1 'special friends' when reading green words. 	<p>Key vocab / key questions:</p> <p>Books, texts, media, letter names, letter sounds, special friends, segment, blend, sentence, caption, read, write, Set 1, set 2, tricky words,</p> <p>What happened in our story today?</p>

<ul style="list-style-type: none"> • Review reading all green words from 1.1 to 1.5. • To form lowercase letters with more consistency. • To spell words using taught sounds. • To begin to write sentences using fingers spaces. • To <u>write red</u> words no, go, into. • To begin to orally break down a caption into words. • To begin to write captions using taught sounds. 	<p>How did the characters feel? What might happen next? What sounds do these letters make? What key space words can you write down? Where does every letter start when we are writing? Where can you find things to help you with your writing? How do we know what this word says? What do we need to do? Can you label your map?</p>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Continue to develop their subitizing skills for numbers within and beyond 5 • 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 • Begin to find the total number of items in two groups by counting on from the first number. • To explore the composition of 6, 7 and 8. • To match the number to quantity up to 10. • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • Order numbers and play track games • To recite numbers in order up to 20. • To count back from 10. • To count objects to 10. • To count out objects up to 10 from a bigger group. • To compare quantities to at least 8 using the language taught. • To begin to recognise the difference between odd and even nos. using practical apparatus. • To combine two groups of objects. • Compare length and weight using comparative language, 'than' For example: "This is longer than that." 	<p><u>Key vocab / key questions:</u></p> <p>Addition, subtraction, plus, takeaway, total, all together, numbers, numerals, objects, more, less, fewer, compare, estimate, ten frame, flat, two dimensional shape.</p> <p>How many wheels does a car have? Does a bus have more/less or the same? What house number do you live at? What number bus have you seen in Old Swan? How many countries are there in the UK? What shapes can you see on the map? How many zodiac animal signs are there in the Chinese calendar? Which building is taller? Shorter? Wider? Which string is longer? Which parts make the whole? Can you count back from 10? How do you know this number is odd/even? If we put these groups together, how many are there in total?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • To talk about toys they received for Christmas and compare with toys that adults used to play with. • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. • To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline. • To learn about Chinese New Year, also known as the Lunar New Year or the Spring Festival and associated traditions. • Pupils will explore Chinese food, such as noodles, spring rolls and prawn crackers. They will explore using chopsticks to eat food. • To retell they story of how the Chinese new years are named after different animals. (links to past and present) 	<p><u>Key vocab / key questions:</u></p> <p>Occupations, lifestyle, environment, technology, planet names, Autumn, Winter, weather, freezing, melting, change, aerial view, location, Chinese/Lunar new year, celebrate, festival,</p> <p>How does your new toy work? What does your new toy look like? How are your toys different from your grandparents' toys? What do you think Old Swan used to look like? How do people celebrate Chinese New Year? What Season are we in? How do you know? What is the weather like today?</p>

<ul style="list-style-type: none"> • To know about and recognise the signs of Winter. • To explore materials in different states by observing Ice freezing and melting. They will describe and comment on what they observe. • Describe what they see, hear and feel whilst outside. • To explore the weather of other countries and discuss the type of clothes they would need to pack if they were to visit different places. • To look at aerial views of the school setting and talk about what they can see, including buildings, open space, roads and other simple features. 	<p>Why is there ice on the ground? What is ice? How could we make ice? Why does ice disappear? Where is our school? What things are near to our school? How would our playground look on an aerial view photo/map? What can you hear when we are in the garden? Does your garden sound the same? Does the beach sound the same?</p>
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • To experiment with different mark making tools such as art pencils, pastels, chalk, making a particular choice for a purpose when creating simple representations of items linked to the topic of space. • To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) when junk modelling. • To join in with year group singing time. • To create musical patterns using untuned instruments. • To begin to create costumes and resources for role play. • To learn dance routines. • To move in time to music, including space themed songs. 	<p><u>Key vocab / key questions:</u></p> <p>Percussion, materials, tools, sphere, cardboard, paper, sellotape, glue, scissors, rocket, planet, astronauts, suit, space, join, cut, shape, movement, fast, slow</p> <p>How can I make a map of our school playground? What could I use to join these materials? What could I use to make a model of Anfield/Goodison Park? How could I make a castle using cardboard? Why do these materials not stay together with glue? What else could I use to join them? How can I move my legs to re-create an Irish dance? What did the African/Indian dancers do with their hands? Which notes sound nice together?</p>

RE - Branch 3 Galilee to Jerusalem

HEAR

The Wise Men visit Jesus (Matt 2:1-12).

Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold).

BELIEVE

Jesus was born for everyone.

The Magi visited Jesus with gifts.

Jesus is God's Son and came for everyone.

Jesus' birth is celebrated at Christmas.

Jesus came to show God's love and welcomes everyone.

Jesus takes care of everyone.

CELEBRATE

The Glory Be is a special prayer.

That the Church prays the 'Glory Be' as a response to the coming of Jesus.

LIVE

Show love to everyone like Jesus.

RSHE

Journey in Love:

Who are our friends?

What are our talents?

Life to the full:

Created and Loved by God: Emotional Wellbeing

Created and Loved by God: Life Cycles

Mental Health & Wellbeing week

Internet Safety Day

Chinese New Year

Safe Messages

A1, A2, A3, A5, A6, A8, A9

B1, B2, B4, B6

C1, C2, C3, C6, C7, C1010

D1, D2, D3

E1

F7

G1

H2, H3, H4

I1, I4