



EYFS - MEDIUM TERM PLAN - 2025/2026

Topic: Communication and language	In this topic, children learn to...
Listening and attention	<u>Range 5</u> • listen to others in one-to-one or small groups, when conversation interests them • listen to familiar stories with increasing attention and recall • join in with repeated refrains and anticipate key events and phrases in rhymes and stories. • focus attention – can still listen or do, but can change their own focus of attention • follow directions if not intently focused <u>Range 6</u> • show variability in listening behaviour; may move around and fiddle but still listen or sit still but not absorbed by activity • indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Children at the expected level of development will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Understanding	<u>Range 5</u> • understand use of objects e.g. <i>Which one do we cut with?</i> • show understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture • respond to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box.</i> • begin to understand <i>why</i> and <i>how</i> questions <u>Range 6</u> • understand a range of complex sentence structures including negatives, plurals and tense markers. • begin to understand humour, e.g. nonsense rhymes, jokes • follow a story without pictures or props • listen and respond to ideas expressed by others in conversation or discussion • understand questions such as <i>who; why; when; where</i> and <i>how</i>. Children at the expected level of development will make comments about what they have heard and ask questions to clarify their understanding.



Speaking

Range 4/5

- begin to use more complex sentences to link thoughts (e.g. using *and*, *because*)
- use language when recalling past experiences
- tell a simple past event in correct order (e.g. *went down slide*, *hurt finger*)
- use talk to explain what is happening and anticipate what might happen next
- question why things happen and give explanations. Asks e.g. *who*, *what*, *when*, *how*
- begin to use a range of tenses (e.g. *play*, *playing*, *will play*, *played*)
- continue to make some errors in language (e.g. *runned*) and will absorb and use language they hear around them in their community and culture
- use intonation, rhythm and phrasing to make the meaning clear to others
- talk more extensively about things that are of particular importance to them
- build up vocabulary that reflects the breadth of their experiences
- use talk in pretending that objects stand for something else in play e.g. *This box is my castle*.

Range 6

- extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- use language to imagine and recreate roles and experiences in play situations
- link statements and sticks to a main theme or intention
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- introduce a storyline or narrative into their play

Children at the expected level of development will

- hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.



Topic: Personal, Social and Emotional Development	In this topic, children learn to....
Understanding emotions	• express their feelings and consider the feelings of others • show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • express their feelings if they feel hurt or upset using descriptive vocabulary • undertake specific activities that encourage talk about feelings and their opinions • attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people • manage their feelings and tolerate situations in which their wishes cannot be met • seek support ‘emotional refuelling’ and practical help in new or challenging situations • be aware of behavioural expectations and sensitive to ideas of justice and fairness • seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise. Children at the expected level of development will: • show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Staff will: • model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about their behaviour. • encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.



Sense of Self	• see themselves as a valuable individual. • recognise that they belong to different communities and social groups and communicate freely about own home and community. • be more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. • show confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. • describe their competences, what they can do well and are getting better at; describe themselves in positive but realistic terms. • have a clear idea about what they want to do on their play and how they want to go about it. • be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Children at the expected level of development will: • be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • explain the reasons for rules, know right from wrong and try to behave accordingly. • manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Staff will: • make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. • take opportunities in class to highlight a child's interests, showing you know them and about them. • recognise that they belong to different communities and social groups and communicates freely about own home and community.
Making relationships	• build constructive and respectful relationships • listen to each other as well as the staff • play regularly sharing and cooperating with friends and other peers • show kindness to others – help, listen and support each other • follow instructions, with high levels of support when necessary • represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • become increasingly socially skilled and take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • be proactive in seeking adult support and articulate their wants and needs Children at the expected level of development will: • work and play cooperatively and take turns with others. • form positive attachments to adults and friendships with peers. • show sensitivity to their own and others' needs. Staff will: • make sure children are encouraged to listen to each other as well as the staff. • ensure children's play regularly involves sharing and cooperating with friends and other peers. • congratulate children for their kindness to others and express your approval when they help, listen and support each other. • allow children time in friendship groups as well as other groupings. • have high expectations for children following instructions, with high levels of support when necessary.



Topic: Physical Development	In this topic, children learn to....
Moving and handling	• experiment with different ways of moving, testing out ideas and adapting movements to reduce risk • negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • demonstrate strength, balance and coordination • use simple tools to effect changes to materials including scissors, paint brushes and cutlery • handle tools, objects, construction and malleable materials safely and with increasing control and intention • show a preference for a dominant hand • begin to use anticlockwise movement and retrace vertical lines • begin to form recognisable letters independently • hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • begin to show accuracy and care when drawing • talk about the different factors that support overall health and well-being: ○ regular physical activity ○ healthy eating ○ tooth-brushing ○ sensible amounts of ‘screen time’ ○ having a good sleep routine ○ being a safe pedestrian • further develop the skills they need to manage the school day successfully: ○ lining up and queuing ○ mealtimes ○ personal hygiene Children at the expected level of development will: • negotiate space and obstacles safely, with consideration for themselves and others. • demonstrate strength, balance and coordination when playing • move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	• hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • use a range of small tools, including scissors, paint brushes and cutlery • show accuracy and care when drawing Children at the expected level of development will: • hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • use a range of small tools, including scissors, paint brushes and cutlery. • begin to show accuracy and care when drawing.



Topic: Literacy	In this topic, children learn to....
Comprehension	• demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • anticipate – where appropriate – key events in stories • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play • express themselves effectively, showing awareness of listeners' needs • express their ideas and feelings about their experiences using full sentences. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • develop their own narratives and explanations by connecting ideas or events Children at the expected level of development will: • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • anticipate – where appropriate – key events in stories. • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word reading	• say a sound for each letter in the alphabet and at least 10 digraphs; • read words consistent with their phonic knowledge by sound-blending; • read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words; • continue a rhyming string; • hear and say the initial sound in words; • segment the sounds in simple words and blend them together and know which letters represent some of them; • link sounds to letters, naming and sounding the letters of the alphabet; • use vocabulary and forms of speech that are increasingly influenced by their experiences of books; • enjoy an increasing range of books; • know that information can be retrieved from books and computers • read some common irregular words • demonstrate understanding when talking with others about what they have read Children at the expected level of development will: • say a sound for each letter in the alphabet and at least 10 digraphs. • read words consistent with their phonic knowledge by sound-blending. • read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Reading	<u>Range 5</u> • listen to and join in with stories and poems, when reading one-to-one and in small groups • join in with repeated refrains and anticipate key events and phrases in rhymes and stories • begin to be aware of the way stories are structured, and to tell own stories • talk about events and principal characters in stories and suggest how the story might end • show interest in illustrations and words in print and digital books and words in the environment • recognise familiar words and signs such as own name, advertising logos and screen icons • look at and enjoy print and digital books independently • know that print carries meaning and, in English, is read from left to right and top to bottom • know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • handle books and touch screen technology carefully and the correct way up with growing confidence • begin to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • begin to develop phonological and phonemic awareness ○ show awareness of rhyme and alliteration ○ recognise rhythm in spoken words, songs, poems and rhymes ○ clap or tap the syllables in words during sound play ○ hear and say the initial sound in words <u>Range 6</u> • enjoy an increasing range of print and digital books, both fiction and non-fiction • use vocabulary and forms of speech that are increasingly influenced by their experiences of reading • describe main story settings, events and principal characters in increasing detail • re-enact and reinvent stories they have heard in their play • know that information can be retrieved from books, computers and mobile digital devices • recall and discuss stories or information that has been read to them, or they have read themselves • begin to recognise some written names of peers, siblings or ‘Mummy’/‘Daddy’ for example • engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc.
Writing	• give meaning to marks they make as they draw, write and paint. • begin to break the flow of speech into words • use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • write recognisable letters, most of which are correctly formed Children at the expected level of development will: • write recognisable letters, most of which are correctly formed. • spell words by identifying sounds in them and representing the sounds with a letter or letters. • write simple phrases and sentences that can be read by others in meaningful context. • write some irregular common words. Some words are spelt correctly and others are phonetically plausible. • write own name and other things such as labels, captions.



Topic: Mathematics	In this topic, children learn to
Number ELG	<u>Comparison</u> - compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. "You've got two. Same!" (Comparison) <u>Counting</u> - possibly enjoy counting verbally as far as they can go - point or touch (tag) each item, saying one number for each item, using the stable order 1,2,3,4,5. - use same number names and number language within play, and may show fascination with large numbers. - begin to recognise numerals 0-10 <u>Cardinality</u> - subitise one, two and three objects (without counting) - count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) - link numerals with amounts up to 5 and maybe beyond - explore using a range of their own marks and signs to which they ascribe mathematical meanings <u>Composition</u> - through play and explore, beginning to learn that numbers are made up (composed) of smaller numbers - begin to use understanding of number to solve practical problems in play and meaningful activities - begin to recognise that each counting number is one more than the one before - separate a group of three or four objects in difference ways, beginning to recognise that the total is still the same <u>Spatial Awareness</u> - respond to and use language of position and direction - predict, move and rotate objects to fit the space or create the shape they would like <u>Shape</u> - choose items based on their shape which are appropriate for their purpose - respond to both information language and common shape names - show awareness of shape similarities and differences between objects - enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes - attempt to create arches and enclosures when building, using trial and improvement to select blocks Children at the expected level of development will: - have a deep understanding of number to 10, including the composition of each number. - subitise (recognise quantities without counting) up to 5. - automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical patterns	- create their own spatial patterns showing organisation or regularity - explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) - join in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next Children at the expected level of development will: - verbally count beyond 20, recognising the pattern of the counting system; - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Topic: Understanding the World	In this topic, children learn to...
Past and present	Learn to talk about members of their immediate family and community • using topics such as ‘Growing Up’ or ‘When I was Young’ offer excellent opportunities for children to talk about their own family, share photographs and talk about what they see in pictures • use story books to show there are different types of family • handle familiar objects such as phones, car keys etc. and make simple deductions about which member of the family might own them. Children at the expected level of development will: • talk about the lives of people around them and their roles in society. • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • understand the past through settings, characters and events encountered in books read in class and storytelling. Staff will: • using topics such as ‘Growing Up’ or ‘When I was young’ offer excellent opportunities for children to talk about their own family, share photographs and talk about what they see in pictures. (This is a sensitive issue so care must be taken). • often using story books help show pupils that there are different types of family. The best books will mostly be familiar to you: Once there were Giants by Martin Waddell (see below). The Growing Story by Ruth Krauss and Helen Oxenburg (Harper Collins 2016). • use Muddle Bags – a great opportunity for young children to handle familiar objects such as phones, car keys etc. and make simple deductions about which member of the family might own them.
People and communities	• talk about members of their immediate family and community • name and describe people who are familiar to them • comment on images of familiar situations in the past • compare and contrast characters from stories including figures from the past. Children at the expected level of development will: • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



The World	• look closely at similarities, differences, patterns and change in nature • know about similarities and differences in relation to places, objects, materials and living things • talk about the features of their own immediate environment and how environments might vary from one another • make observations of animals and plants and explain why some things occur, and talk about changes • draw information from a simple map • understand that some places are special to members of their community • recognise some similarities and differences between life in this country and life in other countries • describe what they see, hear and feel whilst outside • recognise some environments that are different to the one in which they live • understand the effect of changing seasons on the natural world around them Children at the expected level of development will: • explore the natural world around them, making observations and drawing pictures of animals and plants. • know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Topic: Expressive Arts and Design	In this topic, children learn to...
Creating with materials	• explore how sounds and movements can be changed • continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • enjoy joining in with moving, dancing and ring games • continue to explore colour and how colours can be changed • develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience • use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • use tools for a purpose • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skills • watch and talk about dance and performance art, expressing their feelings and responses • develop storylines in their pretend play • explore and engage in music making and dance, performing as a solo or in groups • use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding • express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Children at the expected level of development will: • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • share their creations, explaining the process they have used. • make use of props and materials when role playing characters in narratives and stories.



Being Imaginative and Expressive

- create representations of both imaginary and real-life ideas, events, people and objects
- initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- choose particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- use combinations of art forms e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- respond imaginatively to art works and objects, e.g. *this music sounds like dinosaurs, that sculpture is squishy like this* (child physically demonstrates), *that peg looks like a mouth*
- introduce a storyline or narrative into their play
- play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

Children at the expected level of development will:

- invent, adapt and recount narratives and stories with peers and their teacher.
- sing a range of well-known nursery rhymes and songs.
- perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.