

Elveden C of E Primary Academy -Medium Term Plan						
EYFS/Y1 Cycle A - Spring 1						
	Week 1 06.01.25	Week 2 12.01.25	Week 3 19.01.25	Week 4 26.01.25	Week 5 02.02.25	Week 6 09.02.25
	SMSC Social	Artist/Forest sch		Reading Cafe	Library visit	Mental Health Safer Internet Valentine
English Reading	The Missing Teapot	The Bionic Binoculars	The Upside-Down Button	The Pet Popper Upper	The Mini Memory Machine	
English Writing	Mark making Independent write	Mark Making Drawing Club Vol 2	Mark Making Drawing Club Vol 2	Mark Making Drawing Club Vol 2	Mark Making Drawing Club Vol 2	Mark Making Independent write
Maths	Week 12 – purpose of counting. Stable order principle – rehearsing the order of the first 5 numbers, understanding the position each number holds in our number sequence does not change. Week 12 – Composition of 7	Week 13 – Composition of 5, deepen understanding of a 'whole' being made up of smaller parts through practical experience Week 13 – Composition of 9	Week 14 – Composition, exploring ways to represent numbers using the Hungarian number pattern Week 14 – Composition within 10 (odd & even)	Week 15 – Comparison, focus exclusively on the numerosity of sets, notice when quantities are equal or unequal, begin to consider how they can manipulate the number of objects in 2 sets to make them equal. Week 15 – Composition (part/whole)	Week 16 – purpose of counting, consolidate the 'stable order principle' Week 16 – Composition (partitioning)	Week 17 – Comparison, more than/less than, developing own mental number line Week 17 – Composition (partitioning of 6)
The Natural World Science • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	We will be studying different animal groups and their features, focusing on the variety of animals we might see when we visit the ZOO.		Study the five animal groups and group by what they eat and their features.		We will make connections to humans being mammals and labelling parts of the human body and connecting to senses.	

Past & present History						
People Community & Culture Geography	We will look at a World Map that shows the habitats of a variety of wild animals. We will talk about the different habitats and how they differ from where they live.	We will look at the characteristics of the United Kingdom’s countries and which animals are native to these, we will also look at human and physical features of these countries and what makes them a good place for the animals to survive, thinking about what it is like living in East Anglia and the animals that are local to us.		We will look briefly at the extreme weathers and study animals from north/south poles and how they survive during the coldest conditions. We will look at animals that are important in different cultures and the traditions surrounding them.		
EAD Art & DT	We will use a variety of paper plates along with a variety of materials to create animal masks. We will use craft feathers, fabric scraps, pipe cleaners, buttons and pens. We will work together to create a collaborative piece of art representing our favourite animals.			We will listen to extracts from ‘The Carnival of the Animals’ by Camille Saint-Saëns and talk about which animals we think are being represented and create our own animal movements to match the music.		
Gross motor PE	Ball Skills: Feet Gymnastics: Wide, Narrow, Curled We will be re-enacting the movement of different animals, negotiating space when acting out how they move in their habitats. We will play an animal-themed game of musical statues. Each time the music is paused, call out the name of an animal for children to imitate by creating a pose. Then, when the music is restarted, children should move like the animal around the space. We will take part in PE lessons focusing on ball skills for the hands and gymnastics.					
Fine motor	We will use Letterjoin every day to develop our handwriting techniques and letter formation, studying the letter families as we go. We will cut some animal body shapes out of coloured card but not include the legs. We will use clothes pegs to clip onto the card shapes to create legs for each animal, the challenge is to make them stand up.					
Jigsaw (Y1) Dreams and Goals PSHE	My treasure chest of success	Steps to goals	Achieving together: dream wellies	Stretchy learning: stretchy flowers	Overcoming obstacles	Celebrating my success
RE (Y1) <i>Hindu devotion How does a Hindu celebrate devotion to a deity at the festival of Holi?</i>	ENGAGE	ENQUIRE	EXPLORE (1) Who is Krishna?	EXPLORE (2) How does celebrating Holi remind Hindus of Krishna?	EXPLORE (3) Shine	EVALUTE - EXPRESS

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