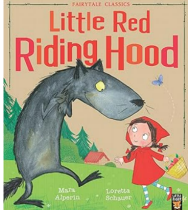
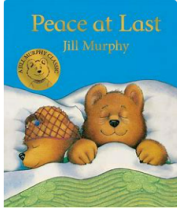
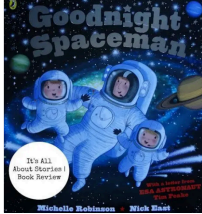
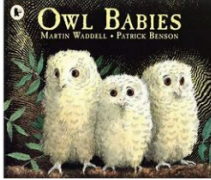
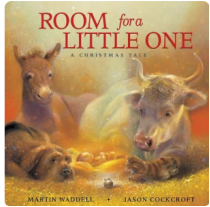
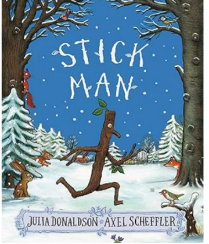


EYFS Medium Term Plan Overview 2025-2026 *New Holland*

Autumn 2: Night and Day

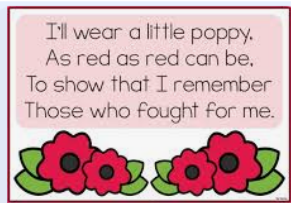
As a church school, New Holland Primary seeks to live out the church's philosophy of "Valuing all God's children" paying particular attention to the Christian Vision, "Looking forward with hope. Flourishing. Doing all the good we can."

Broad theme: The Night Sky	Week 1 3.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 1.12.25	Week 6 8.12.25	Week 7 15.12.25
Literacy	Little Red Riding Hood  Stand out vocabulary: fierce, ferocious, vicious	Peace At Last  Stand out vocabulary: tired, exhausted, weary	Goodnight Spaceman  Stand out Vocabulary: asteroid, meteor, shooting star, gravity, space station	Owl Babies  Stand out Vocabulary: pitch black, dark, inky	Hedgehogs  Stand out Vocabulary: nocturnal, predator, prey, hoglet	Room For A Little One  Stand out Vocabulary: snug, comfortable, cosy, sheltered	Stick Man  Stand out Vocabulary: unlucky, unfortunate, resilient, determined
Phonics Nursery: Little Wandle Foundation for Phonics Reception: Little Wandle Letters and	Nursery Rhyme time: Twinkle Twinkle Little Star Sound: s What's in the box: sock sun star snake Blend from the box: s-o-ck s-u-n s-oa-p s-a-ck Reception Phase 2 I know how to read and say double letters / GPC's ff ll ss and j	Nursery Rhyme time: Hey Diddle Diddle Sound: a What's in the box: ant apple arrow astronaut Reception Phase 2 I know how to read and say the GPC's v w x y	Nursery Rhyme time: Hickory Dickory Dock Sound: t What's in the box: teddy toast teeth tiger Blend from the box: t-ee-th t-i-n t-a-p t-o-p Reception Phase 2 I know how to read and say GPC's / digraphs z zz qu and ch and	Nursery Rhyme time: Pat-a-Cake Sound: p What's in the box: pencil pizza peg penguin Blend from the box: p-e-n p-e-g p-i-n p-a-n Reception Phase 2 I know how to read and say the digraphs sh th ng and nk	Nursery Rhyme time: Wind the Bobbin Up Sound: i What's in the box: insect invitation igloo iguana Reception Phase 2 I know how to read words with s /s/ added at the end and words	Nursery Rhyme time: Review and consolidate Sound: n What's in the box: nurse nose nest net Blend from the box: n-e-t n-oa-z (nose) n-e-ck n-u-t Reception Autumn 2: Assess and review	Nursery Rhyme time: Review and consolidate Sound: m What's in the box: moon marble monkey mouse Blend from the box: m-oo-n m-ou-se m-a-p m-a-n Reception Review to secure GPC's, words and tricky words.

Sounds Progression	I know how to read the tricky word <i>as</i>	I know how to read the tricky words <i>and has his her</i>	words with s /s/ at the end I know how to read the tricky words <i>go no to into</i>	I know how to read the tricky words <i>she he of</i>	ending s /z/ and with s /z/ added at the end (bags) I know how to read the tricky words <i>we me be</i>		
Maths Following White Rose Maths progression	Nursery Counting 1: Hear and Say Number Names I can hear number names in stories and songs. I can join in saying some number names in stories and songs. I can say some number names in order. Reception It's Me: 1,2,3 I can say one more than a number to 3 in songs and rhymes. I can say one less than a number to 3. I know that numbers 2 and 3 are composed of two parts.	Nursery Counting 1: Hear and Say Number Names I can say number names in order. I can join in stable order counting forwards. I can join in stable order counting backwards. Reception Circle and triangles I can identify and name circles and triangles I can compare circles and triangles I can identify shape in the environment.	Nursery Counting 2: Begin to order number names I can hear 1, 2, 3 being modelled in my play. I can copy the sequence of 1, 2, 3 in my play. I can copy fingers to represent 1, 2, 3. Reception: Position I can describe and follow a familiar route I can use positional language.	Nursery Counting 2: Begin to order number names I am beginning to count actions. I can say number names in order in familiar contexts. I can recognise that anything can be counted. Reception: 1,2,3,4,5 I can recognise and find 4 and 5. I can subitise 4 and 5 objects. I can represent 4 and 5 in different ways.	Nursery Subitising: I see 1, 2, 3 I notice images in books. I can respond to 'I see 1, 2, 3' in books. I can recognise 1, 2, 3 images in books. Reception: 1,2,3,4,5 I can find one more than 4 and 5. I can find one less than 4 and 5. I can find different ways in which 4 and 5 are composed. I can find and say different ways in which numbers to 5 are composed (two and three parts)	Nursery Subitising: I see 1, 2, 3 I can copy 'I see 1, 2, 3' when looking at books. I can notice and point to 1, 2, 3 objects in books. I can recognise 1, 2, 3 in well known tales. Reception: Shapes with 4 sides I can identify and name shapes with four sides. I can combine shapes with four sides	Nursery Pattern 2: Join in with repeats I can join in with repeats in songs, rhymes and stories. I know my daily routine and what happens next. I can make simple pattern arrangements in art (e.g. spots.) Reception: Shapes with 4 sides I can identify shapes in the environment. I can sequence familiar events in my day I know things that I do at night time, and during the day time.
RE Special People To Me	I know and can name people who are special to me.	I know that Jesus is a special person in the life of a Christian.	I know that Prophet Mohammed is a special person in the	I know that a rabbi is a special person in a Jewish community.	I know that a Guru is a special person in a Hindu community.	I know why the Nativity story is so important to	I know why the Nativity story is so important to

		I know that a vicar / reverend is a special person in a Christian community.	life of a Muslim. I know that an Imam is a special person in a Muslim community.			Christians.	Christians.
PE Fundamentals Unit 1	I know how to develop balancing whilst stationary and on the move.	I know how to develop running and stopping.	I know how to develop changing direction.	I know how to develop jumping and landing.	I know how to develop hopping and landing with control.	I know how to explore different ways to travel.	
Physical development: movement based pedagogy	DAILY TIMETABLED MOVEMENT BASED ACTIVITIES... Parachute games Running N Dough Disco: Squeeze it - ball it - pancake - dance floor - sausage - the dive (focus on one move per week) R: Refine and combine the above movements in daily dough disco routines N Squiggle whilst you wiggle / R Squiggle me a writer						
Handwriting / fine motor	Nursery Refine Squiggle movements with flipper flappers, then chalks, paints, shaving foam Move 1: Up Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the straight line family iltj	Nursery Refine Squiggle movements with flipper flappers, then chalks, paints, shaving foam Move 2: Down Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the coat hanger family coa	Nursery Refine Squiggle movements with flipper flappers, then chalks, paints, shaving foam Move 3: Circles Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the coat hanger family dgqe	Nursery Refine Squiggle movements with flipper flappers, then chalks, paints, shaving foam Move 4: Wiggle Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the bridge family nmr	Nursery Refine Squiggle movements with flipper flappers, then chalks, paints, shaving foam Move 5: Shake Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form letters in the bridge family hbkp	Nursery Refine Squiggle movements with flipper flappers, then chalks, paints, shaving foam Move 6: Hop Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form zig zag letters and smile letters vwuy	Nursery Refine Squiggle movements with flipper flappers, then chalks, paints, shaving foam Move 7: Jump Reception (Squiggle movements first, then transfer onto large handwriting lines) I know how to form misfit letters sfxz

PSED Celebrating Difference	Nursery I know how it feels to be proud of something I am good at. Reception I can identify something I am good at and understand everyone is good at different things.	Nursery I know one way in which I am special and unique. Reception I understand that being different makes us all special.	Nursery I know that all families are different. Reception I know we are all different but the same in some ways.	Nursery I know there are lots of different homes. Reception I can tell you why I think my home is special to me.	Nursery I can tell you how I could make new friends. Reception I can tell you how to be a kind friend.	Nursery I can use words to stand up for myself Reception I know which words to use to stand up for myself when someone says or does something unkind.	
Music (Charanga)	I know how to listen, respond to and find the pulse of a song: Roll Alabama by Bellowhead I know how to sing and perform the songs 'I'm a Little Teapot' and 'Not Too Difficult.'	I know how to listen and respond to a song : Boogie Wonderland by Earth, Wind and Fire. I can find the pulse of a song in different ways I know if the pitch of a sound is high or low I know how to sing and perform the songs 'I'm a Little Tea Pot' and 'The Grand Old Duke of York.'	I know how to listen and respond to a song: Don't Go Breaking My Heart by Elton John and Kiki Dee. I know if the pitch of a sound is high or low. I know how to copy a simple rhythm. I can sing the songs I'm a Little Teapot, The Grand Old Duke of York and Ring O' Roses	I know how to listen and respond to a song: Ganesh is Fresh by MC Yogi I can find the pulse of a song in different ways I know if the pitch of a sound is high or low I know how to sing and perform the songs 'I'm a Little Tea Pot' 'Ring O'Roses' 'Hickory Dickory Dock' and 'The Grand Old Duke of York.'	I know how to listen and respond to a song: Frosty The Snowman by Ella Fitzgerald I can find the pulse of a song in different ways I know if the pitch of a sound is high or low I know how to sing and perform the songs 'I'm a Little Tea Pot' 'Ring O'Roses' 'Hickory Dickory Dock' and 'The Grand Old Duke of York.'	I know how to listen and respond to a song: Spiderman by Michael Buble I can find the pulse of a song in different ways I know if the pitch of a sound is high or low I know how to sing and perform the songs 'I'm a Little Tea Pot' 'Ring O'Roses' 'Hickory Dickory Dock' and 'The Grand Old Duke of York.'	
Personal development and real life skills	Nursery: I know how to take my shoes and welly boots on and off (and put on the correct feet). I know how to select and prepare my own fruit snack. I know how to pour my own drink. I can recognise my own first name Reception: I know how to recognise my full name. I know how to fasten buttons, press studs and zips. I know how to make toast. I know how to make playdough. I know how to tidy away after myself. I can put my shoes back on the correct feet and manage fastenings						

Understanding the World	 I know common activities that I carry out during the day and at night. I know some differences between then and now (astronauts, space travel) I know why and what we remember on Poppy Day / Bonfire Night I know how to keep myself safe on Bonfire Night I know who celebrates Diwali and how it is celebrated.
EAD (planned activities linked to seasonal /theme)	 Learn and perform the poppy poem to the school Diwali craft - clay diva lamp Assemble a poppy / split pin Bonfire night - explore painting techniques Junk modelling - deconstruct and reconstruct and explore joining techniques
Key calendar dates	21.11.25 - Children in Need 24.11.25 - Get ahead Silent disco workshops 5.12.25 - Fire station visit to New Holland 11.12.25 - EYFS/KS1 Christmas concert 11.12.25 - Sarah Tipler Reading workshop for parents/children 16.12.25 - EYFS Christmas party 18.12.25 - Pantomime at Scunthorpe Baths Hall 9.00 - 1.00 pm 18.12.25 - Carols around the tree in school

	19.12.25 - End of term
--	------------------------