

## EYFS plan Spring 2 2026



### EYFS overview

**Literacy:** poems about emotions and feelings, nursery rhymes with repetitive patterns and questions

**Maths:** repetitive patterns using objects and shapes, measuring objects that are 'heavier' and 'lighter' and describing the properties of 3D shapes.

**Phonics:** clusters of consonants at the beginning and ends of words

### Whole class overview (non-literacy/ maths/ phonics)

**Topic: Toys Through Time-** Celebrating our own toys and linking them to our parents' and grandparents' experiences of childhood as we explore things that have changed and things that have stayed the same about toys and the ways we play with them.

**Computing:** Heads Up- exploring creativity through game design

**Music:** My Stories- including a range of children's songs and nursery rhymes

**P.E.-** gymnastics

**Science:** Understanding habitats, including allotments, and how important mini beasts are for gardeners

Activities in lessons and continuous provision play activities to support and enhance the children's learning will include:

### Personal, Social and Emotional Development (PSED)

- Taking turns in conversation and responding to others appropriately as we discuss favourite toys;
- Developing an understanding of behavioural expectations during our visit to Sudbury Hall;
- Talk to parents and grandparents about their childhood toys and games.

### Communication and Language (CL)

- Extending vocabulary to talk about generations and time as we describe toys;
- Understand humour in existing rhymes such as 'hickory dickory dock' and changing some words to make poems of their own;
- Developing narrative in their play in the toy shop;
- Maintaining attention as older people and our Sudbury guide share their experiences.

### Maths (M)

- \* making patterns with compare bears in different colours and sizes;
- \* constructing 3D shapes using building blocks and making 3D animal shapes using paper;
- \* using the bucket balance to estimate and weigh classroom objects;
- \* using maths vocabulary such as 'balance', 'equal', 'heavy', 'light', 'equal'.

## Physical Development (PD)

- develop balance, co-ordination and body strength through dance;
- use big body movements to create actions for superheroes ;
- use a range of pens, pencils and chalks to develop fine motor skills;
- begin to use the Letterjoin scheme activities to develop handwriting skills;

## Understanding the World (UW)

- Consider the habitats of different animals and how the school grounds might be suitable for different plants and animals to thrive;
- Finding out why the church is a special place for people who worship there and spotting evidence that tells us how different parts of building are used;
- Taking part in school Easter celebrations.

## Literacy (L):

- \* identify question marks and exclamation marks; when they are used and how they change the way we read a sentence;
- \* describe the taste of fruit and vegetables and using the words to create similes;
- \* think about how colours can be used to represent different emotions and find colours to show how we feel;
- \* finding rhyming strings in familiar poems and songs.



## Expressive Arts and Design (EAD)

- Experiment with techniques for painting in watercolour, inspired by artist Lauren Child;
- Considering how spaces might make us feel differently and planning a space that feels peaceful and relaxed;
- Taking part in the school show by singing and performing on stage.

