



Bude Primary Academy Infants Early Years Foundation Stage
Medium Term Overview
Spring 1 – What was it like in the past?



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Direct teaching/ Adult led Activities (details of opportunities in continuous provision on weekly overview)							
	Key text Talk through stories						
Prime areas	Communication and Language	<p>Oracy and listening</p> <ul style="list-style-type: none"> Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	<p>Oracy and listening</p> <ul style="list-style-type: none"> Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	<p>Oracy and listening</p> <ul style="list-style-type: none"> Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	<p>Oracy and listening</p> <ul style="list-style-type: none"> Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	<p>Oracy and listening</p> <ul style="list-style-type: none"> Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	<p>Oracy and listening</p> <ul style="list-style-type: none"> Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines



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Nursery Rhyme of the week	I'm a Little Teapot	Lond Bridge is falling down	Mary had a little lamb	Hickory Dickory Dock	Polly put the kettle on	Pop goes the weasel
Speaking	In COOL time model and support children to Plan – I will ... I will go to... Because.... Ask What did you...? Why did you...? How did you...?					
Physical Development Gross Motor (in addition to PE in outdoor CP)	Ribbon twirling – cross body movements, balance, control and co-ordination.	Large scale mark-making with chalks on playground and water and brushes (if dry) - co-ordination, control and balance.	Bouncing ball to a friend – catching the ball from your friend	Throwing beanbags into hoops (and keep score)	Use large blocks and crates to build a bridge over a 'river'.	Hopscotch on playground.
PE lessons	Dance	Dance	Dance	Dance	Dance	Dance
Fine motor skills In CP	Linking elephants	Make necklaces and bracelets by threading penne pasta onto string.	Use stencils to draw pictures.	Threading small beads onto spaghetti.	Clothes pegs and matching activity.	Stretching loom bands over nails on wood.
Finger Fit – Fine motor skills	Children to orally compose own sentences – adult to model back as complete sentence Children work towards individual next steps in writing.					
	Based on –	Based on	Based on	Based on	Based on	Based on



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<p>and independent writing opportunity</p>	<p>Monday</p>  <p>Tuesday</p>  <p>Using shapes – take photo</p> <p>Wednesday</p>  <p>Thursday</p>	<p>Monday</p>  <p>Tuesday</p>  <p>Wednesday</p>  <p>Thursday</p> 	<p>Monday</p>  <p>Tuesday</p>  <p>Dogger in bath</p> <p>Wednesday</p>  <p>Dogger on line</p> <p>Thursday</p>  <p>Collage bear and make bow with paper and pipe cleaner</p>	<p>Monday</p>  <p>Tuesday</p>  <p>Wednesday</p>  <p>Thursday</p>	<p>Monday</p>  <p>Tuesday</p>  <p>Wednesday</p>  <p>Thursday</p>	<p>Monday</p>  <p>Tuesday</p>  <p>Use silver foil to print. Children to mix grey with white and black paint. Flick white paint onto black paper for galaxy.</p> <p>Wednesday</p>  <p>Thursday</p>
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						Sequence pictures from the story 	
Personal social and emotional development	SCARF What's safe to go onto my body?	SCARF Keeping myself safe-what's safe to go into my body?	SCARF Safe indoors and outdoors	SCARF Listening to my feelings	SCARF Keeping safe online	SCARF People who help to keep me safe	
Specific Areas	Literacy reading/understanding	Story time focus – Story telling and recall	Story time focus - Story telling and recall	Story time focus – Prediction and linking to own experiences	Story time focus – Prediction and linking to own experiences	Story time focus - New vocabulary	Story time focus - New vocabulary
	Literacy Phonics	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.
	Literacy writing	<ul style="list-style-type: none"> Daily name writing 	<ul style="list-style-type: none"> Daily name writing 	<ul style="list-style-type: none"> Daily name writing 	<ul style="list-style-type: none"> Daily name writing 	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words 	<ul style="list-style-type: none"> Daily name writing



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	<ul style="list-style-type: none"> Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP
Maths white rose	Alive in 5	Alive in 5	Mass and capacity	Growing 6,7 and 8	Growing 6,7 and 8	Length, height and time
Maths Fluency Number sense	Partitioning 10	Partitioning 10	Composition of 6 to 9	Composition of 6 to 9	Composition of 6 to 9	Composition of 6 to 9
Maths book of the week						



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<p>Understanding of the world</p>	<p>The natural world Talks about changes that happen in the natural environment during Autumn and Winter - Animals that hibernate</p> <p>People and communities (RE) Types of homes - knows where they live and the type of building they live in (e.g. flat, bungalow)</p> <p>Key text</p> 	<p>The natural world Hot/cold. Can talk about how and why ice is formed</p> <p>People and communities (RE) Homes in different countries - knows that homes in different places may look different to our own.</p> <p>Key Text</p> 	<p>The natural world</p> <p>Past and present Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions)</p> <p>People and communities (RE) What is special about Bude? Understands that we are in the town of Bude that is by the sea and in small part of the county of Cornwall,</p> <p>Key Text</p> 	<p>The natural world</p> <p>Past and present Begin to develop an awareness of the past beyond living memory through books at stories</p>  <p>People and communities (RE) Chinese New Year (29.1.25) Can talk in detail about Chinese New Year</p> <p>Key Text</p> 	<p>The natural world Using different materials - Manipulate and investigate the properties of a range of raw and manmade materials through construction activities, arts activities, and simple investigations</p> <p>People and communities (RE) Where is Cornwall? Understand that Cornwall is a part of the UK.</p> <p>Key Text</p> 	<p>The Natural world</p> <p>People and communities (RE) Special places - Understands that some places are special to members of the community</p> <p>Key Text</p> 
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Expressive Arts and Design	<p>Creating with materials</p> <p>Artist of the term – Paul Klee</p>  <p>Drawing around shapes, colouring with crayons and using Brusho as wash for background</p> <p>Singing/ music Charanga - Everyone</p> <p>Dancing – 3 pigs</p>	<p>Creating with materials</p> <p>Artist of the term – Paul Klee</p>  <p>Transient art-with shapes (on lightboard, if possible)</p> <p>Singing/ music Charanga - Everyone</p> <p>Dancing – 3 pigs</p>	<p>Creating with materials</p> <p>Artist of the term – Paul Klee</p>  <p>Portrait, using large circle to draw round. Ruler to make 4 lines and colour/paint inside lines.</p> <p>Singing/ music Charanga – Everyone</p> <p>Dancing – 3 pigs</p>	<p>Creating with materials</p> <p>Artist of the term – Paul Klee</p>  <p>Colour mixing on a grid.</p> <p>Singing/music Charanga – Everyone</p> <p>Dancing – 3 pigs</p>	<p>Creating with materials</p> <p>Artist of the term – Paul Klee</p>  <p>Printing with shapes to make Paul Klee-style cityscape.</p> <p>Singing/music Charanga – Everyone</p> <p>Dancing – 3 pigs</p>	<p>Creating with materials</p> <p>Artist of the term – Paul Klee</p>  <p>Collage with ready-made shapes.</p> <p>Singing/ music Charanga – Everyone</p> <p>Dancing – 3 pigs</p>
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