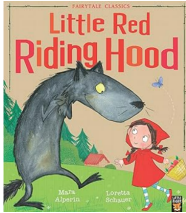
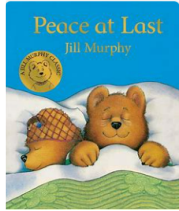
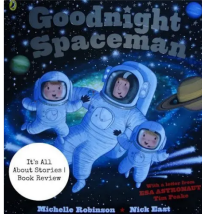
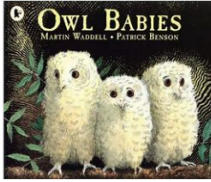
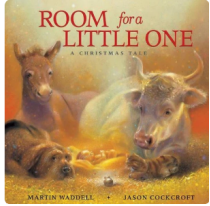
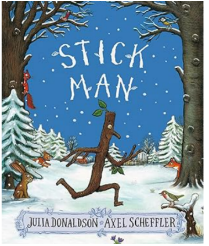


# EYFS Medium Term Plan Overview 2025-2026 *Goxhill*

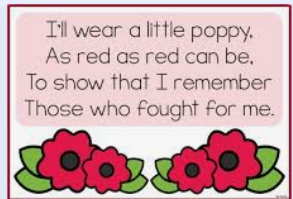
## Autumn 2: Night and Day

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

|                                                                   |                                                                                                                                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                                                                           |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | 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>                                                                                                                                      | 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>                                                                                                                                                     | I know how to read the tricky words <i>we me be</i>                                                                                                                                                                                                                             |                                                                                                                                                                                                          |                                                                                                                                                                                                                                 |
| <b>Maths</b><br><br><b>Following White Rose Maths progression</b> | <b>Nursery Counting 1: Hear and Say Number Names</b><br><br>I can hear number names in stories and songs.<br>I can join in saying some number names in stories and songs.<br>I can say some number names in order. | <b>Nursery Counting 1: Hear and Say Number Names</b><br><br>I can say number names in order.<br>I can join in stable order counting forwards.<br>I can join in stable order counting backwards. | <b>Nursery Counting 2: Begin to order number names</b><br><br>I can hear 1, 2, 3 being modelled in my play.<br>I can copy the sequence of 1, 2, 3 in my play.<br>I can copy fingers to represent 1, 2, 3. | <b>Nursery Counting 2: Begin to order number names</b><br><br>I am beginning to count actions.<br>I can say number names in order in familiar contexts.<br>I can recognise that anything can be counted. | <b>Nursery Subitising: I see 1, 2, 3</b><br><br>I notice images in books.<br>I can respond to 'I see 1, 2, 3' in books.<br>I can recognise 1, 2, 3 images in books.                                                                                                             | <b>Nursery Subitising: I see 1, 2, 3</b><br><br>I can copy 'I see 1, 2, 3' when looking at books.<br>I can notice and point to 1, 2, 3 objects in books.<br>I can recognise 1, 2, 3 in well known tales. | <b>Nursery Pattern 2: Join in with repeats</b><br><br>I can join in with repeats in songs, rhymes and stories.<br>I know my daily routine and what happens next.<br>I can make simple pattern arrangements in art (e.g. spots.) |
|                                                                   | <b>Reception It's Me: 1,2,3</b><br><br>I can say one more than a number to 3 in songs and rhymes.<br><br>I can say one less than a number to 3.<br><br>I know that numbers 2 and 3 are composed of two parts.      | <b>Reception Circle and triangles</b><br><br>I can identify and name circles and triangles<br><br>I can compare circles and triangles<br><br>I can identify shape in the environment.           | <b>Reception: Position</b><br><br>I can describe and follow a familiar route<br><br>I can use positional language.                                                                                        | <b>Reception: 1,2,3,4,5</b><br><br>I can recognise and find 4 and 5.<br><br>I can subitise 4 and 5 objects.<br><br>I can represent 4 and 5 in different ways.                                            | <b>Reception: 1,2,3,4,5</b><br><br>I can find one more than 4 and 5.<br><br>I can find one less than 4 and 5.<br><br>I can find different ways in which 4 and 5 are composed.<br><br>I can find and say different ways in which numbers to 5 are composed (two and three parts) | <b>Reception: Shapes with 4 sides</b><br><br>I can identify and name shapes with four sides.<br><br>I can combine shapes with four sides                                                                 | <b>Reception: Shapes with 4 sides</b><br><br>I can identify shapes in the environment.<br><br>I can sequence familiar events in my day<br><br>I know things that I do at night time, and during the day time.                   |
| <b>RE Special People To Me</b>                                    | 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.<br>I know that a vicar / reverend is a special person in a Christian                                                          | I know that Prophet Mohammed is a special person in the life of a Muslim.<br>I know that an Imam is a special person in                                                                                   | 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 Christians.                                                                                                                                             | I know why the Nativity story is so important to Christians.                                                                                                                                                                    |

[illegible]



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|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                  | <p>I know common activities that I carry out during the day and at night.</p> <p>I know some differences between then and now (astronauts, space travel)</p> <p>I know why and what we remember on Poppy Day / Bonfire Night</p> <p>I know how to keep myself safe on Bonfire Night</p> <p>I know who celebrates Diwali and how it is celebrated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>EAD<br/>(planned<br/>activities linked<br/>to seasonal<br/>/theme)</b></p> |  <p>I'll wear a little poppy,<br/>As red as red can be,<br/>To show that I remember<br/>Those who fought for me.</p> <p>Learn and perform the poppy poem to the school</p> <p>Diwali craft - clay diva lamp</p> <p>Assemble a poppy / split pin</p> <p>Bonfire night - explore painting techniques</p> <p>Junk modelling - deconstruct and reconstruct and explore joining techniques</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Key calendar<br/>dates</b></p>                                             | <p>10th - 15th November Interfaith Week</p> <p>11th November: Remembrance Service led by Year 5 9.30 am - 10.30 am</p> <p>11th November: Reading for Pleasure Workshop led by Sarah Tipler 2.00 pm - 3.00 pm (children from 2.30pm)</p> <p>14th November Goxhill EYFS Sponsored Welly Waddle to raise money for EYFS resources 2.00 - 3.15 pm</p> <p>17th November Reception Library Visit 2.00 - 3.00 pm</p> <p>18th November EYFS Open Evening 4.00 - 5.00 pm</p> <p>21st November Children in Need Day</p> <p>2nd December EYFS Christmas Concert 9.30 am - 10.00 am</p> <p>3rd December EYFS Crib Service at Goxhill Chapel 9.30 - 10.30 am</p> <p>4th December Christmas Jumper Day and EYFS Christmas Concert 9.30 - 10.00 am</p> <p>8th December Christmas Disco (evening)</p> <p>16th December EYFS Christmas Party 1.30- 3.30 pm</p> <p>17th December Carols around the tree 1.45 - 2.45 pm</p> <p>18th December Pantomime at Scunthorpe Baths Hall 9.00 - 1.00 pm</p> |

