






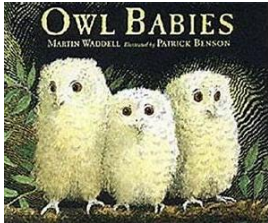
# PAWS, CLAWS, FEATHERS AND FUR

EYFS – BLUE CLASS

Medium Term Planning

SPRING 2 2022-2023

## Weeks 4 and 5 – Owl Babies, Easter

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="190 327 273 438">  </div> <div data-bbox="181 555 273 670">  </div> <div data-bbox="181 778 293 810"> <p><b>Reading</b></p> </div>	<p><i>I can use single words/signs/symbols for a range of purposes.</i>  <i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i>  <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p><i>I respond to my own name. (CG, CLL 2, Solar, CLL 4)</i></p> <p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<p><b>Ongoing HELLO AND REGISTRATION</b>  Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning' song. All children will be helped to interact with 'Good Morning' through using words/signs/push button voice activation equipment, name cards.  Children to be encouraged to engage with the class timetable, now and next symbols.</p> <p><b>Wk.4 and 5 OWL BABIES</b>  Children to experience the story through a range of media:  Listen to story on Youtube accompanied by sensory story sack.</p> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <p>Children to be encouraged to follow the story exploring the sensory resources as appropriate.</p>	<p>Whole group, each child with appropriate level of support.</p> <p>Whole group, possibly split into 2 groups to ensure children don't have to wait long for their turn to explore resources.</p> <div data-bbox="1503 1136 1785 1348">  </div>	<p>'Good morning' voice button boxes.  Timetable and symbols.  Individual name cards.</p> <p>Book  Selection of items from story – soft toy owls, branches, leaves.</p> <div data-bbox="1850 1029 2116 1252">  </div> <p>Stick puppets (Twinkl)</p>



## Reading

*I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I can match identical photos, pictures and symbols. (CG, R6)*

*I show an interest in books and stories.*

*I respond to a familiar story. (Solar, R4)*

*I can point to a requested image out of 2. (Solar, R4)*

*I can match a picture or symbol to a familiar object. (Solar, R5)*

*I am beginning to engage in pretend play. (CG, PSED4)*

*I can act out a simple routine in pretend play. (CG, PSED5)*

Listen to story read aloud from book with accompanying stick puppets and items to match to book.

Children to be encouraged to each match an owl to corresponding owls on pages throughout the story.

Children to match pictures from the story to corresponding matching boards.  
To sequence pictures from the story as appropriate to own level.

### **Wk.5** THE EASTER STORY

Children to experience the story through a range of media:

- Listen to story on Youtube.

<https://www.youtube.com/watch?v=v95-HRtQ52w>

- Listen to story read aloud from book with accompanying items to match to book.

Children to be encouraged to each match a scene or person to corresponding ones on pages throughout the story.

## Matching pictures



Book  
Selection of items from story – small world people, donkey, palm leaves, cross, etc.



Stick puppets (Twinkl)  
Matching pictures



## Reading

*I can use single words/signs/symbols for a range of purposes.*  
*I can copy words or signs. (CG, CLL, 5)*  
*I can combine two words/signs/symbols.*  
*I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)*  
*I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)*

*I listen with interest to the noises adults make when they read stories. (CG, R4)*

*I am interested in books and rhymes.*

Children to match pictures from the story to corresponding matching boards.  
 To sequence pictures from the story as appropriate to own level.

### Role Play Corner – Home Corner with animal related items.

- Create Home Corner/House. Children to have access to items to pretend play 'home' – dolls, plates, cups, etc. plus toy 'pets' and pet accessories. Children to have access to selection of clothes for dressing up. Home Corner will have 'pet portraits' on the wall and 'photographs' of wild/farm animals.

(To use ongoing during Literacy free flow time).

### Topic Related Signs

**Wk.4 and 5** Children to be taught signs appropriate to the story – owl, branch, feathers, size comparisons– with accompanying symbols.

**Wk.5** Children to be taught the signs for Easter, eggs with accompanying symbols.

Whole group to access in turns during free flow Literacy activity time.

Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.

Home corner furniture.  
 Wall banner Home Sweet Home.  
 Dress up clothes.  
 Toy food, cutlery, plates, etc. Fruit basket and pretend fruit. Soft toy 'pets' and pet accessories – dog basket, bowl, etc.

Symbols  
 Makaton teacher handouts.



## Reading

*I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I show an interest in books and stories.*

*I respond to a familiar story. (Solar, R4)*

To repeat previously learnt signs 'Mommy', 'brother', 'sister' and 'baby'.

### Sharing Stories

Children to experience daily shared stories read aloud from books or via screen:

**Wk.4 and 5** Other stories about owls – 'Wow!', 'Lazy Ozzie', 'The Little White Owl'.

Stories about other baby animals and birds – 'Danny the Duck with no Quack', Pat Simmons Daisy the Duck series.

Traditional tale –

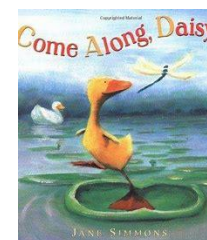
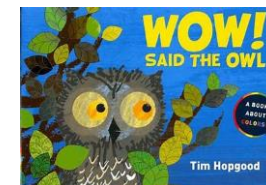
'The Little Red Hen'.

**Wk.5** Stories about Easter, Easter chicks and the Easter Bunny –


'We're Going on an Egg Hunt', 'The Littlest Easter Bunny'.

Whole group, possibly split into 2 groups.

Books as listed.  
Youtube stories as listed.



## Weeks 4 and 5 – Owl Babies, Easter

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p><b>Mark Making, Writing</b></p>	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p><i>I can trace horizontal, vertical and circular lines.</i></p> <p><i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i></p> <p><i>I can copy horizontal, vertical and circular lines.</i></p> <p><i>I can use a keyboard to match letters and input into the computer or tablet. (CG, W7)</i></p> <p><i>I can copy line patterns.</i></p> <p><i>I can make marks with the intention of conveying meaning. (CG, 8)</i></p> <p><i>I am interested in mark making.</i></p> <p><i>I experience a range of mark making tools.</i></p> <p><i>I touch a range of textures.</i></p> <p><i>I am aware of simple cause and effect.</i></p>	<p><b>Wk. 4 and 5</b></p> <p><b><u>Sensory Activities/Mark Making</u></b></p> <ul style="list-style-type: none"> <li>Explore sand trays using fingers. Can children trace over pattern inlays – lines/circles? Trace/copy patterns/first letter of own name/own name?</li> <li>Explore paint trays – shades of green, white and brown paint (story themed) with added sand/grass/leaves/glitter for texture. Children to explore mark making with fingers, sticks. Trace over inlays.</li> <li>Explore a variety of writing materials of differing shades of green, white, brown and yellow/orange – pencils, crayons, pens, chalks. Use shades of green/brown/yellow paper of different textures, paper with Owl Babies story/leaves/Easter related borders. Children to be encouraged to make marks/form letters/names as appropriate to individual levels.</li> <li>Explore mark making using a variety of media on coloured</li> </ul>	<p>All children to be offered all experiences to own levels.</p> <p>X to work on initial letter of own name and tracing other letters.</p> <p>X to work on writing surname with letters in order independently.</p>	<p>Sand trays.</p> <p>Pattern inlay laminated sheets – lines, circles, initial letters for names, names.</p> <p>Green, white, brown, yellow, sand coloured paint, sand, grass, leaves, sticks, glitter.</p> <p>Yellow/orange coloured, green/brown papers of different shades and textures.</p> <p>A selection of yellow, brown, orange, green mark making materials – pencils, crayons, pens, chalks.</p> <p>Prepared/bordered papers.</p>





## Mark Making, Writing

*I can make marks on screen.  
I can make marks when asked to write.  
I can copy horizontal movements.  
I can copy vertical movements.  
I can copy circular marks. (Solar, W4)*

*I attempt to copy the first letter of my own name.  
I can copy a pattern.  
I give a picture a name.  
I label a picture with a symbol.  
I dictate a caption for a picture – 2 key words. (Solar, W5)*

*I can order letters of my first name.*

papers cut into Easter egg shapes.

### **Pattern Making, Letter Shapes**

- Pattern cards/story pencil control pattern worksheets – use crayons, pens, pencils, paint to trace/copy patterns/words to match individual levels.
- iPad – use Paint Sparkle to copy/make lines, circles and patterns/letter shapes to own levels.
- Find letters on keyboard to match taught phonic sounds and own name initial letter.

All children to be offered all experiences to own levels.

Grp.1 – to trace line and circular patterns.

Grp.2 – to trace/copy various patterns to develop pencil control, initial letter of name and as appropriate, additional letters in name.

Grp.3 – to trace/copy various patterns to develop pencil control, letter shapes and words.

Prepared Easter egg shape papers and a selection of coloured writing media.

Prepared/laminated pattern cards/worksheets.  
Writing materials – pencils, crayons, pens, chalks.  
iPad.  
Phonic letter cards.



## Mark Making, Writing

*I give a picture a name.  
I label a picture with a symbol.  
I dictate a caption for a picture – 2 key words. (Solar, W5)*

*I can order letters of my first name.  
I can sequence symbols/words to create key word sentence about a picture.  
I can copy words. (Solar, W6)*

### Labelling, Expressing Meaning

- Children to add a symbol/symbol and word to label objects/pictures from the story/Easter related pictures.
- Match letters to words – words/names from stories – with accompanying pictures; Easter related pictures.
- Children to add a symbol/symbols/caption with 2 key words to pictures from the story and their own drawings.
- Sequence words to make a short caption/sentence to match a picture from the story.

Grp.1– label a picture/object with a symbol.

Grp.2 – matching letters, adding symbols/captions.

Grp.3 – labelling own drawings and sequencing words/sentences.

Symbols to match pictures and objects from the stories.  
Prepared words and picture sheets for letter matching.  
Magnetic/paper letters.  
Prepared symbols, words for caption/sentence making.



## Weeks 4 and 5 – Owl Babies, Easter

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="185 331 277 448" data-label="Image"> </div> <p data-bbox="208 432 255 448">Literacy</p> <p data-bbox="163 536 313 563"><b>Fine Motor</b></p> <div data-bbox="199 683 255 783" data-label="Image"> </div> <p data-bbox="203 767 250 783">Creative</p>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i></p> <p><i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I can build small towers using blocks. (CG, PD6).</i></p> <p><i>I experiment with shapes, colours and marks. (CG, PD6)</i></p> <p><i>I explore a variety of textures. I demonstrate preference. I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough.</i></p> <p><i>I can scoop with a spade/shovel whilst playing. (CG, PD3)</i></p> <p><i>I can pour, sieve and dig with control. (CG, PD6)</i></p>	<p><b>Wk.4 and 5 Exploring Textures through Topic Activities</b></p> <ul style="list-style-type: none"> <li>Using clay – make a baby owl. Children will be provided with pictures of owl babies and will be shown how to make a simple baby owl shape. They will be encouraged to squeeze, press and roll the playdough and use tools to imprint feather patterns, add googly eyes and feathers/card for additional features.</li> <li>Make a collage owl. Children to use different textures/feathers to create their own baby owl picture.</li> <li>Create an Easter egg picture. Children to be given an outline Easter egg shape and a selection of textural materials to explore, choose and use to decorate their picture.</li> </ul> <p><b>Wk.4 and 5 Developing Tearing and Cutting Skills through Topic Activities.</b></p> <ul style="list-style-type: none"> <li>Decorate a chick shape, tearing and cutting yellow papers for feathers.</li> </ul>	<p>Whole group with appropriate individual levels of support.</p> <p><u>Grp.1</u> will be challenged to choose from selected papers and tear as appropriate.</p> <p><u>Grp.2 and 3</u> will be challenged to tear own paper textures and to try to cut strips of paper of their own choice.</p> <p><u>Grp.1</u> will be challenged to choose from selected papers and tear as appropriate.</p> <p><u>Grp.2 and 3</u> will be challenged to tear own</p>	<p>Clay.</p> <p>Pictures of baby owls.</p> <p>Card, googly eyes, suitable tools.</p> <div data-bbox="1861 480 2128 657" data-label="Image"> </div> <p>Outline owl shapes and selection of materials/feathers.</p> <p>Glue, spreaders and scissors.</p> <p>Prepared Easter egg shapes.</p> <p>Selection of textural materials in a variety of colours, glue, spreaders and scissors.</p> <p>Prepared chick shapes and selection</p>



*I can open and close scissors independently. (CG, FM7)*  
*I can cut paper purposefully using scissors with one hand. (CG, FM8)*  
*I can use scissors to cut along a line. (CG, FM9)*

### Fine Motor



*I can pull along toys and items using a rope or string. (CG, FM3)*  
*I can press small switches or buttons using an index finger.*  
*I can squeeze toys or instruments to produce a sound. (CG, FM4)*  
*I can build small towers using blocks. (CG, FM5)*  
*I can pour, sieve and dig with control. (CG, FM6)*

- Cut out pieces to make an Easter chick/rabbit jigsaw.

### Wk.4 and 5 General Fine Motor Skills

- Explore pull along toys, squeeze/squeaky toys and toys with buttons and switches in role play Home Corner.
- Use Duplo to make towers related to trees – tall, short (link to Maths). Add owl baby pictures to the tops of towers.
- Explore digging, pouring, sieving dry sand – sand trays containing leaves, pictures of baby owls, Easter eggs to find.

paper textures and to try to cut strips of paper of their own choice.

Grp.2 will practise cutting along straight lines.

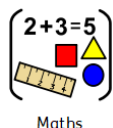
Grp.3 will practise cutting out other shapes.

Whole group with appropriate individual levels of support.

of yellow papers. Glue and spreaders. Prepared chick/rabbit jigsaw sheets.

Pull along toys, squeeze/squeaky toys, toys with buttons and switches. Duplo, laminated owl pictures, tall and short symbols. Sand trays, spades, sieves, baby owls and Easter egg pictures laminated.

Weeks 4 and 5 – Owl Babies, Easter				
AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources



*I show an interest in number rhymes and songs.  
I interact with number rhymes and songs. (CG, MD4, Solar, N4)*

*I understand the concept of 1. (CG, MD5)*

*I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)*

*I recite some number names in sequence.*

*I can select 1/lots when asked.*

*I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)*

*I use some number names and number language spontaneously in context.*

*I can recite numbers in order to 10.*

*I realise anything can be counted.*

*I can count up to 5 objects accurately by saying one number name for each item.*

*I understand the concept of 'more'. (CG, MD7 Solar, M7)*

*I can match numeral and quantity correctly up to 5.*

*I am beginning to represent numbers using fingers, marks on paper or pictures.*

*I know that two groups of 3 or less objects are the same or different.*

*I recognise numerals 1-5. (CG, MD8)*

*I can count and recognise numerals up to 20. (Solar, N8)*

*I can add and take away in practical situations. (Solar, N9)*

*I can estimate how many in a small group up to 7. (Solar, N8)*

*I can add two whole numbers with a total up to 20. I can subtract one number up to 20 from another. I can complete a number line up to 20. (Solar, N9)*

## **Wk.4 and 5 Number**

Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting/number to own level.

- Counting rhymes - '5 Little Owls' (taking away), '10 Little Owls' (adding). Introduce with pictures and numerals, Youtube. Concept of adding '1 more', taking away '1 less' to 5 and numeral recognition/matching.
- Children will be given sorting and counting experiences using topic related pictures and objects – owls, Easter eggs. Purple Mash activities to support.
- Number formation 1-10 in sensory colour related paint and glitter trays – yellow, green and orange. Number formation 1-10 on owl/Easter related pictures using various writing media. iPad practise.

## **Wk.4 and 5 Matching and Exploring Pattern**

- Pattern making – owl footprints.
- Children to match identical objects and pictures – patterned Easter eggs, chicks, bunnies.

All children to experience rhymes with focus on engaging Grp.1. Whole group with appropriate individual levels of support.

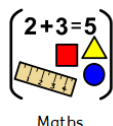
All children to explore sorting/counting activities related to own number level. Grp.1 – sorting, 1-1 matching, concept of 1, introduce counting 1-3. Grp.2 – X number activities to 5, X to 10. Grp.3 – X to work on number sums and problems up to 20.

Grp.1 forming 1- 3.  
Grp.2 and 3 forming 1- 10.



Counting rhyme pictures.  
Prepared topic related pictures.  
Sensory trays for practising number formation – green, yellow, orange paint, glitter.  
Objects and pictures for sorting/matching.  
Prepared individual group counting/number activity worksheets.  
Prepared worksheets for tracing over numbers.  
iPad.

Objects/pictures for matching.  
Blocks, Duplo.



*I can sort objects by colour. (CG, SSM6)*  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects.*  
*I can match objects in relation to size when an example is present.*  
*I can explore objects of different sizes. (Solar, S4)*

*I can match identical objects.*  
*I can make lines and towers with blocks in play situations. (CG, SSM4)*

*I can copy simple patterns. (CG, SSM7).*  
*I can use familiar objects and common shapes to create, recreate and continue patterns. (CG, SSM9).*  
*I can copy a simple pattern.*  
*I can copy a simple colour pattern.*  
*I can copy a simple size pattern.*  
*I can copy a simple object pattern. (Solar, A6).*  
*I can copy and continue simple patterns using real-life materials. (Solar A7).*

*I can explore filling and emptying containers. (CG, SSM4).*  
*I can use positional language (in, out, on, off, over, under). (CG, SSM8).*  
*I can fill a container.*  
*I can empty a container. (Solar, S4)*  
*I can place an object in and out of a container when requested. (Solar, S5)*  
*I can respond to key vocabulary. (Solar, A7)*

- Children to play with coloured blocks and Duplo. Make lines and towers/repeating colour patterns to own level.
- Explore repeating colour patterns – 2 and 3 colour patterns. Patterns will be prepared and described (cotton reel prints, sponge flowers, Easter egg pictures – Easter bonnets). Children to copy/continue to own level.

#### **Wk.4 Developing Positional Language**

- Children to explore putting toy owls in and out of different size/shape containers.
- Toy owl will be used to develop positional language through a hiding game – in, out, on, off, over, under.
- Easter egg hunt – following instructions to find pictures of

Whole group with appropriate individual levels of support.  
 Practical experiences to own levels.

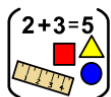
Grp.2 and 3 – practise copying repeating patterns of increasing complexity. Continue repeating patterns to own level.

Practical experiences to own levels.

Prepared pattern sheets/activities, cotton reels, sponges, paint.

Various containers, toy owls.  
 Symbols for positional language.

Instructional worksheets.



Maths

*I can pass toys from one hand to another. (CG, SSM3)*

*I can match identical objects. (CG, SSM4)*

*I can match objects to a 2D representation. (SSM,5)*

*I can begin to sort objects according to properties of shape, size or type. (CG, SSM7)*

*I can recognize and use the language of heavy and light.*

*I can compare two volumes or weights. (CG, SSM9)*

Easter eggs using positional language.

- Children to follow simple instructions to position owl pictures to own level.

### **Wk.5 Weight Comparison**

- Children will explore and sort objects for 'light' and 'heavy' – Easter related items.
- Children will play with balances to explore heavy and light items.

Grp.2 and 3 – instructions and pictures.

Practical experiences to own levels.

Symbols for heavy and light.  
Selected objects, balance scales.









## Outdoor Learning

**PSED**

*I explore and experiment with a range of materials through sensory exploration.*  
(CG, CD4)

*I explore substances and materials.*  
(Solar, S4)

*I know that my movements can make marks and show an interest in the effects.*

*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I can identify simple differences.*

*I can describe changes in materials.*

*I can answer a simple scientific question.*

*I am beginning to differentiate between animals, plants, leaves and trees.*  
(Solar, S5)

*I can match pictures to objects in the environment. (Solar, G5)*

*I explore and experiment with a range of materials through sensory exploration.*  
(CG, CD

to take a photo of one they find hidden using the iPad.

- Make Easter nest cakes using chocolate, corn flakes and small Easter eggs.
- Make Easter shortbread biscuits – chick or bunny shaped.
- Trip to Himley – **enrichment**. If possible children to experience a ride on the minibus to Himley Park. Look at signs of Spring, look for animals and birds. Creatures with fur or feathers?
- Easter Story – simple exploration of why Christians celebrate Easter.

All children to explore all experiences with appropriate level of adult support.

iPad.
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Cornflakes,  
chocolate and mini  
eggs. Cooking  
utensils.



Shortbread biscuit cutters, ingredients, kitchen utensils.

Prepared  
Powerpoint. Book –  
The Easter Story.

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*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*

*I explore substances and materials. (Solar, S4)*

*I know that my movements can make marks and show an interest in the effects.*

*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I use objects to do simple printing. (Solar, A4)*

*I can identify simple differences.*

*I can describe changes in materials. (Solar, S5)*

*Look at images with interest and show a preference. (CG, DT5)*

*I can show an awareness of the purpose of familiar tools.*

*I can name a single property of an image or object. (CG, DT6)*

*I can look at the work of others.*

*I can experiment with materials to make different marks.*

*I can create patterns with support.*

*I can recognise a range of colours.*

*I can use glue to join a variety of materials. (Solar, A5)*

- Make Easter bonnets – chicks on headband strips. Children will decorate headbands with patterns made with cotton reels/flower sponges/ potato prints. Children will collage outline chick shapes to attach to the front of the headband (link to Fine Motor).
- Make an Easter card. Children will add eyes and a beak to a simple chick shape. They will decorate an outline egg shape exploring and choosing different techniques – fingerprinting, collage (sequins, small shapes). Chicks will be glued to a card shape and eggs cut along zigzag patterns to add and show chick.

All children to explore all experiences with appropriate level of adult support.

All children to explore all experiences with appropriate level of adult support.  
(Cutting as Fine Motor).



Card for headbands, cotton reels, sponges, potatoes, feathers, selection of yellow papers.



