

Eastry C of E Primary School Medium Term Plan: EYFS

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			Expected Skills
			Emerging Skills

Topic	What makes me special? Who is part of my family? Who is part of my school family? Who is part of my class family?
Term	One
Hooks/WOW:	Visit to the Vets, Map drawings of school, Meeting staff, Black paint drawings of us, Fledglings Family Tree, Family Intro/The history of your family

Area of Learning (Skill, Context)	Development Matters/ ELGS/ Small steps	Week 1	Week 2	Week 3	Week 4 Week 5 Vets Trip? – BR to confirm		Week 6	Week 7
		PSED	See table below	LQ: Who is in my classroom with me? Why do I need to say goodbye to Mummy? Introduce Welcoming Value and bauble on the tree. Jigsaw: : I understand how it feels to belong and that we are similar and different	LQ: What makes me special? Introduce Rules – fingerprint Jigsaw: I can start to recognise and manage my feelings	LQ: What makes me special? Introduce Value – Welcoming Jigsaw: I can work together and consider other people’s feelings	LQ: Who is in my family? Introduce Fledglings Family Tree Jigsaw: I understand why it is good to be kind and use gentle hands.	LQ: Who is in my friends’ family? How are our families different? Jigsaw : I am starting to understand children’s rights and this means we should all be allowed to learn and play.
CL	See table below	LQ: Why can’t we all speak at once? Introduce thinking thumb.	LQ: Can you remember what happened in the story?	LQ: What happens at snack time? What is in your Tuesday Newsday Book?	LQ: What is special about you? What do you like? What do you dislike?	LQ: Who’s in your family portrait picture?	LQ: What does this adult do at Eastry? Develop questions and hotseat adults.	LQ: What job would you like to do when you are older?
PD	See table below	Writedance Funky 5 Bikes/obstacle courses/tyres Taking off jumpers/coats/shoes Cutlery when eating lunch Using staplers/scissors/tools	Writedance Bikes/obstacle courses/tyres Taking off jumpers/coats/shoes Cutlery when eating lunch Using staplers/scissors/tools	Writedance Bikes/obstacle courses/tyres Taking off jumpers/coats/shoes Cutlery when eating lunch Using staplers/scissors/tools	Writedance Bikes/obstacle courses/tyres Taking off jumpers/coats/shoes Cutlery when eating lunch Using staplers/scissors/tools	Writedance Bikes/obstacle courses/tyres Taking off jumpers/coats/shoes Cutlery when eating lunch Mark making tools	Writedance Bikes/obstacle courses/tyres Taking off jumpers/coats/shoes Cutlery when eating lunch Mark making tools	Writedance Bikes/obstacle courses/tyres Taking off jumpers/coats/shoes Cutlery when eating lunch Mark making tools
Reading	See table below	LQ: Can you find your peg? Texts: Rocking in my School Shoes I am absolutely too small for school Boris goes to school Owl sharing at school	LQ: Can you recognise your name? Begin introducing a sound a day. MASDT Texts: What makes me ME! Me I am! We are all Welcome	LQ: Can you recognise your name? Continue RWI sounds. INPGO Texts: The Great Big Book of Families We are all Welcome The Family Book	LQ: What sounds are in your name? Continue RWI sounds. CKUB Texts: And Tango Makes Three Monkey Puzzle Once their were giants	LQ: What sound can you hear? Continue RWI sounds. FELHSH Texts: Cave Baby Paper Dolls	LQ: What sound can you hear? Continue RWI sounds. RJYVW Texts: The Name Jar The Sandwich Swap	LQ: What sound can you hear? Continue RWI sounds. THZCHQUX Texts:

		Harry and his Bucket of Dinosaurs go to School						
Writing	See table below	LQ: What marks can you make?	LQ: Can you make your unique special mark? LQ: What do you look like?	LQ: Can you write your name?	LQ: Can you make these patterns? (dots, circles, lines)	LQ: Can you make these patterns? (lines, spirals, crosses)	LQ: Can you make these patterns? (kisses, stars)	LQ: Can you make these patterns? (zigzags, bunny hops)
Mathematics	See table below	Getting to Know You Routines: -Class routines -Positional Language	Getting to Know You Routines: -Class routines -Positional Language	Getting to Know You Match: -Can you find one exactly like mine? -How do you know it's the same? -Can you find one that is different to mine? -Why is this one not like mine? -Which one is missing?	Just Like Me Sort: -What is the same about all the items in my set? -Can you find a button which belongs in my set? -Can you find one that doesn't belong in my set? -Why doesn't it belong? -Can you think of a different sorting rule?	Just Like Me Compare Amounts: -Which has more? -Which has fewer? -Have any got the same? -Which has less?	Just Like Me Compare size/mass/capacity -Which is the largest/smallest? -Which is the biggest/littlest? -Which is the tallest/shortest?	It's Me, 1, 2, 3! Introduce 1 and 0 Recognise 1 Identify the quantity 1 (the oneness of 1) Subitise 1. Be able to hold up correct number of fingers without counting. 1 and not 1/equal or not equal Recognise a 1p coin Find 1 on the clock Introduce circle (1 side) Introduce 0 1 less than 1
UW	See table below	LQ: Can you tell us about a special event that has happened this summer? LQ: What living things can we see in school?	LQ: What do you enjoy that's different to other people?	LQ: What jobs do your family members do? Build Fledglings Family Tree and discuss photos.	LQ: How is your family different to your friends?	LQ: What are the roles of the different people in our school?	LQ: What can you see in our environment?	LQ: How should we treat our environment?
EAD	See table below	LQ: What can I make in the creative den? LQ: What can I make in the Junk Modelling Den?	LQ: What marks can I make? Printing using finger print.	LQ: What do I look like? Self portraits using black crayons.	LQ: Who is in my family? Painting of children's family, exploring making colours and mixing.	LQ: What do I do in the role play?	LQ: What songs do you know?	LQ: What songs do you know?
R.E	Why is the word GOD so important to Christians?	Assembly Songs Introduction	Assembly Songs Introduction	What does God look like?	What is your favourite thing God created?	How do Christians show that God is important to them?	How do we look after our wonderful world? (animal focus)	How do we look after our wonderful world? (school focus)
C of E		Introduce Explorasaurus Plan	Introduce Tryceratops Plan	Introduce Thinkasaurus Plan	Recap Explorasaurus Review	Recap Tryceratops Review	Recap Thinkasaurus Review	
Learning Environment Indoors		Playdoh – Add gems for eyes/string for hair for children to make their faces. Add pebbles for children to make faces. Add mirrors and transient art ideas for faces. Add house to construction – model acting out family routines. Add the class texts to book corner as a 'featured text' with some resources appropriate to story.	Just Roll Gingerbread – sweets and strawberry laces to make their own faces. Leave black crayons in creative den for children to draw pictures after drawing self portraits.	Add recording devices to book corner to record children saying hello in different languages – after looking at the book 'hello'. Add candles to dough den to discuss different birthdays and the ways children celebrate them.	Add metallic pens and crayons to mark making den for patterns. Add photographs of families to Fl Fam Tree – get photocopies first for mark making den. Add labels too – can children label their families?	Add cotton buds and paint to mark making den for patterns. Add tree outlines to the mark making den, can children create their own family tree after making our class ones?	Add tine foil to mark making den for different surface to write on.	Add maps of village/school/local area to construction area, along with rulers/tape measures to make their own maps of the school.
Learning Environment Outdoors		Add new ingredients to mud kitchen – flower petals/stones/dried lavender/herbs/flowers.	Add new ingredients to mud kitchen – flower petals/stones/dried lavender/herbs/flowers. Den building materials and construction for children to make their 'house' at school. Material, pegs.	Add new ingredients to mud kitchen – flower petals/stones/dried lavender/herbs/flowers.	Add large sticks for campfire ideas and children can role play possible family holidays they have taken this year!	Add tent to this! Bring in disposable BBQ and cook sausages and halloumi – have snack time outside! Can we make a den to keep us dry?	Add obstacle course equipment and children to make obstacle courses. Add blindfolds - can you give your friend directions (after map work around school)	Not specific 'halloween' focus but look at spiders in more detail – add magnifying glasses/bug catching pots – discuss respect and looking after God's creatures.

Area of Learning	Development Matters/ ELGS/ Small steps
PSED	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas (MR30-50mths) • Initiating play e.g. offering cues (MR30-50mths) • Keeps play going by responding by what others are saying and doing (MR30-50mths) • Demonstrating friendly behaviour (MR30-50mths) • Can select and use activities and resources with help (SCSA30-50mths) • Enjoys responsibility of carrying out small tasks (SCSA30-50mths) • Is more outgoing towards unfamiliar people and more confident in new social situations (SCSA30-50mths) • Confident to talk to other children, communicate freely about own home and community (SCSA30-50mths) • Confident to speak to others about own needs, wants and interests (SCSA40-60+mths) • Aware of own feelings and knows that some actions/words can hurt other’s feelings (MFB30-50mths) • Begins to accept the needs of others and take turns some support from others (MFB30-50mths) • Usually tolerate delay when needs are not immediately met (MFB30-50mths) • Can usually adapt behaviour to different social situations and changes in routine (MFB30-50mths) • Aware of boundaries set and behaviour expectations in the setting (MFB40-60mths)
CL	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them (L&A30-50mths). • Listens to stories with increasing attention and recall (L&A30-50mths). • Joins in with repeated refrains and anticipates key events and phrases in in rhymes and stories (L&A30-50mths). • Is able to follow directions (if not intently focused on own choice of activity (L&A30-50mths). • Shows understanding of prepositions such as under, on, top, behind by carrying out an action or selecting correct picture (U30-50mths). • Responds to simple instructions e.g. to get or put away an object (U30-50mths) • Beginning to understand ‘why’ and ‘how’ questions (U30-50mths). • Beginning to use more complex sentences linked thoughts (e.g using and because) (S30-50mths). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (S30-50mths). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (S30-50mths). • Questions why things happen and gives explanations. Asks e.g. who, what, when, how (S30-50mths). • Uses a range of tenses (e.g. play, playing, will play, played) (S30-50mths). • Uses intonation, rhythm and phrasing to make the meaning clear to others (S30-50mths). • Uses vocabulary focused on objects and people that are of particular importance to them (S30-50mths). • Builds up vocabulary that reflects the breadth of their experiences (S30-50mths). • Uses talk in pretending that objects stand for something else in play e.g. This box is my castle (S30-50mths) • Uses language to imagine and recreate roles and experiences in play situations (S40-60+mths).
PD	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (M&H30-50mths). • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles(M&H30-50mths) • Can catch a large ball (M&H30-50mths). • Holds pencil between thumb and two fingers, no longer using whole hand grasp (M&H30-50mths). • Can copy some letters e.g. letters from their name (M&H30-50mths). • Experiments with different ways of moving (M&H40-60+mths). • Jumps off an object and lands appropriately (M&H40-60+mths). • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (M&H40-60+mths). • Handles tools, objects, construction and malleable materials safely and with increasing control (M&H40-60+mths). • Shows a preference for a dominant hand (M&H40-60+mths). • Begins to use anticlockwise movement and retrace vertical lines (M&H30). • Begins to form recognisable letters (M&H31). • Observes the effects of activity on their bodies (HSC30-50mths). • Eats a healthy range of foodstuffs and understands need for variety in food (HSC40-60+mths). • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (HSC40-60+mths). • Understands that equipment and tools have to be used safely (HSC40-60+mths).
Reading	<ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration (R30-50mths). • Recognises rhythm in spoken words (R30-50mths). • Beginning to be aware of the way stories are structured (R30-50mths). • Suggests how the story might end (R30-50mths). • Listens to stories with increasing attention and recall (R30-50mths). • Describe main story settings, event s and principal characters (R30-50mths). • Recognises familiar words and signs such as own name and advertising logos (R30-50mths). • Looks at books independently (R30-50mths). • Handles books carefully (R30-50mths). • Knows information can be relayed in the form of print (R30-50mths).

	<ul style="list-style-type: none"> • Knows that print carries meaning and in English is read from left to right and top to bottom (R30-50mths). • Continues a rhyming string (R40-60+mths). • Hears and says the initial sound in words (R40-60+mths). • Can segment the sounds in simple words and blend them together and knows which letters represent some of them (R40-60+mths). • Links sounds to letters, naming and sounding the letters of the alphabet (R40-60+mths). • Begins to read words and simple sentences (R40-60+mths).
Writing	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint(W30-50mths) • Ascribes meanings to marks that they see in different places (W30-50mths). • Gives meaning to marks they make as they draw, write and paint (W40-60+mths) • Begins to break the flow of speech into words (W40-60+mths). • Links sounds to letters, naming and sounding the letters of the alphabet (W40-60+mths). • Continues a rhyming string (W40-60+mths). • Hears and says the initial sounds in words (W40-60+mths). • Can segment the sounds in simple words and blend them together (W40-60+mths). • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (W40-60+mths).
Mathematics	<ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures (N30-50mths). • Sometimes matches numeral and quantity correctly (N30-50mths). • Recites numbers in order to 10 (N30-50mths). • Shows curiosity about numbers by offering comments or asking questions (N30-50mths). • Compares two groups of objects, saying when they have the same number (N30-50mths). • Shows an interest in number problems (N30-50mths). • Separates a group of three or four objects in different ways beginning to recognise that the total is still the same (N30-50mths). • Shows an interest in representing numbers (N30-50mths). • Realises not only objects but anything can be counted included steps, claps and jumps (N30-50mths). • Selects the correct numeral to represent 1-5, then 1-10 objects (N40-60mths). • Counts an irregular arrangement of up to 10 objects (N40-60+mths). • Uses the language of 'more and 'fewer to compare two sets of objects (N40-60+mths). • Compares two groups of objects, saying when they have the same number (N40-60+mths). • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' (SSM30-50mths). • Can describe their relative position such as 'behind' or 'next to' (SSM40-60+mths). • Uses everyday language relate to time (SSM40-60mths).
UW	<p>Remembers and talks about significant events in their own experience (P&C30-50mths).</p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends (P&C30-50mths). • Shows interest in different occupations and ways of life (P&C30-50mths). • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (P&C30-50mths). • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (UW30-50mths). • Can talk about some of the things they have observed such as plants, animals, natural and found objects (UW30-50mths). • Talks about why things happen and how things work (UW30-50mths). • Developing an understanding of growth, decay and changes overtime (UW30-50mths). • Shows care and concern for living things and the environment (30-50mths). • Looks closely at similarities, differences, patterns and change (30-50mths) • Knows how to operate simple equipment; e.g turns on CD player and uses remote control (T30-50mths). • Shows an interest in technology toys with knobs or pulleys or real objects such as cameras or mobile phones (T30-50mths). • Shows skill in making toys work by pressing or lifting flaps to achieve effects such as sound, movements or new images (T30-50mths). • Knows that information can be retrieved from computers (T30-50mths). • Completes a simple program on a computer (T40-60mths). • Uses ICT hardware to interact with age-appropriate computer software (T40-60mths).
EAD	<ul style="list-style-type: none"> • Imitates movement in response to music (M&M30-50mths). • Taps out simple repeated rhythms (M&M30-50mths). • Explores and learns how sounds can be changed (M&M30-50mths). • Explores colour and how colours can be changed (M&M30-50mths). • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects (M&M30-50mths). • Beginning to be interested in and describe the texture of things (M&M30-50mths). • Uses various construction materials (M&M30-50mths). • Begins to build a repertoire of songs and dances (M&M40-60+mths). • Explores the different sounds of instruments (M&M40-60+mths). • Explores what happens when they mix colours (M&M40-60mths). • Uses movement to express feelings (BI30-50mths).

- | | |
|--|--|
| | <ul style="list-style-type: none">• Creates movement in response to music (BI30-50mths).• Makes up rhythms (BI30-50mths).• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (BI30-50mths)• Engages in imaginative role-play based on own first hand experiences (BI30-50mths).• Builds stories around toys, e.g farm animals needing rescue from an armchair '(BI30-50mths).• Uses available resources to create props to support role-play (BI30-50mths).• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (BI30-50mths).• Create simple representations of events, people and objects (BI40-60mths).• Chooses particular colours for a purpose (BI40-60+mths).• Plays alongside other children who are engaged in the same theme (BI40-60+mths) |
|--|--|