

**Eastry C of E Primary School Medium Term Plan: EYFS**

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

<b>Topic</b>	What do you celebrate? What do other people celebrate?
<b>Term</b>	2
<b>Hooks/WOW:</b>	<b>Fire: toasting marshmallows, making their own sparklers (edible), lighting sparklers as part of funky 5, firework display, the secret light, BIG rangoli patterns, the Christmas Fairy surprises, Christmas show.</b>

<b>Area of Learning</b> (Skill, Context)	<b>Development Matters/ ELGS/ Small steps</b>	<b>Week 1: WB 1<sup>st</sup></b> <b>Diwali (4<sup>th</sup>)</b> <b>(Hindu)</b>	<b>Week 2: WB 8<sup>th</sup></b> <b>Bonfire Night (5<sup>th</sup>)</b>	<b>Week 3: 15<sup>th</sup></b> <b>Yi Peng Lantern Festival (Thai)</b>	<b>Week 4: 22<sup>nd</sup></b> <b>Hanukah (Jewish)</b>	<b>Week 5: 29<sup>th</sup></b> <b>Winter is coming!</b>	<b>Week 6: 6<sup>th</sup></b> <b>Christmas</b>	<b>Week 7: 13<sup>th</sup></b> <b>Christmas</b>
<b>PSED</b>	See table below	What does our day look like? Reintroducing structure of the day, routines, rules.  Understanding all people are different and celebrate/believe different things – RE/Diwali  JIGSAW: What am I good at?	What does it mean to be compassionate?  Revisit welcoming value – introduce compassion through texts.  What do you think of Guy Fawkes plan?  How do we stay safe on Bonfire night? Rules of campfire  JIGSAW: I’m special, I’m me.	How can I show compassion?  Begin to use the tree and baubles when children demonstrate value.  JIGSAW: Families	Look back on Diwali and begin to build up picture of different religions celebrating different festivals.  Have a special celebration in hall looking at Jewish Artefacts linked to Hanukah – ask questions to build tolerance and understanding.  JIGSAW: Houses and Homes.	Children get themselves changed for winter walk and manage their own personal needs independently.  Winter collections – How does it feel when someone else has the treasure?  JIGSAW: Making friends	How do other people spend their Christmas? Is it the same as mine?  How do we decide who is the most important? Is anyone more important than anyone else?  JIGSAW: Standing up for yourself.	How do other people spend their Christmas? Is it the same as mine?  Why do I need t follow the rules in church?  How is this environment different to school?
<b>CL</b>	See table below	What does it mean to be a Hindu? Tolerance/respect of other cultures. Link back to difference.  Introduce ‘questions’ to TDND sessions this term – using Language Through Colour	What noises can you hear – firework vid.  Cosy campfire – but what are the rules?  Do you think Guy Fawkes was a nice man?	What can you see in the video clips?  Go through the new vocabulary linked to the festival together – play some words games – children	Have a special celebration in hall looking at Jewish Artefacts linked to Hanukah – ask questions to build tolerance and understanding.	Winter walk – explore senses – what did you hear and see? Share thoughts and listen to others.	Performance – speaking in front of a group of people.  Learning songs/actions.	Performance – speaking in front of a group of people.  Learning songs/actions.

		question cards – also used to support discovery time.	How do we work together as a team?	using these words in contexts. Draw the word on the table etc.		Re-introduce talk partners – what does it mean to be a good talk partner?		
<b>PD</b>	See table below	Writedance: Gross Weekly pre cursive letter handwriting patterns. Funky 5 Playdoh Scissor control Bikes on big playground Large scale Rangoli patterns Rangoli patterns, fine motor with lentils and tweezers in playdoh.	Writedance: Gross Handwriting patterns Funky 5 Playdoh Scissor control Firework painting all together – mark making with range of tools. Large scale outside – setting up bonfire.	Writedance: Gross Weekly pre cursive letter handwriting patterns. Funky 5 Playdoh Scissor control	Writedance: Large paper Weekly pre cursive letter handwriting patterns. Funky 5 Playdoh Scissor control	Writedance: Large Paper Weekly pre cursive letter handwriting patterns. Funky 5 Playdoh Scissor control 'Ice Skating' on the field when frosty – what patterns can you make in your wellies? Releasing the frozen animals from Elsa's spell?	Writedance: Large Paper Weekly pre cursive letter handwriting patterns. Funky 5 Playdoh Scissor control	Writedance: Large paper Weekly pre cursive letter handwriting patterns. Funky 5 Playdoh Scissor control – snowflakes
<b>Reading</b>	See table below	RWI Key Text: Lighting a Lamp	RWI Key Text: Sparks in the Sky Guy Fawkes The Kings	RWI Key Text: The King Who Banned the Dark	RWI Key Text: Polar Bear Boy The Bear Who had never seen Christmas	RWI Key Text: The Jolly Christmas Postman The Crayons Christmas Sam's Snowflake	RWI Key Text: Twas the night before Christmas Father Christmas needs a wee	RWI Key Text: The Dinosaur who pooped Christmas Sam's Snowflake
<b>Writing</b>	See table below	RWI letter formation  What colours can you see?  Labelling – dominant sounds!	RWI letter formation  What did you hear?  Firework noises – initial/final sounds.	RWI letter formation  Winter Walk Collection : Can you describe what you have found?	RWI letter formation  What can you see?  Labelling of the artefacts.	RWI letter formation  Do you know the parts of your animal?  (Labelling)	RWI letter formation  Letter Writing: Which crayon do you need and why?  (words/captions)	RWI letter formation  Letter Writing: What are you asking Father Christmas for?  (words/captions)
<b>Mathematics</b>	See table below	Can you make a repeating pattern? What's the mistake in my pattern?	How many ways can you show me 3?	Comparison of 1,2,3... Which number is bigger? Can you prove it? True/False: 2 is smaller than 1	Is it a circle?  Comparison of Circles and Triangles.	Where is it?  Positional Language	Consolidation of number 1-3 – pushing to 4/5?	Consolidation of number 1-3 – pushing to 4/5?
<b>UW</b>	See table below	How do other people celebrate festivals? What's the same about the way we celebrate? What is different?	What do we need to make a fire? What does fire need to burn?	Where do they celebrate this festival? What is life like in Thailand? Is it similar to our country?	What happens to water when it's cold? What has happened to the grass?	What animals do we find in Christmas books? Why?	How do Christians celebrate Christmas? How do you celebrate Christmas? Is it always the same as your friend?	How do Christians celebrate Christmas? How do you celebrate Christmas? Is it always the same as your friend?
<b>EAD</b>	See table below	What lights can we make? (Salt dough candle holders?) What colours can you create? Colour mixing.  Practicing and learning song for Assembly.  Diwali song and dancing.	What toy can you dip in the paint and use to make a firework? How will you make your firework picture?  Practicing and learning song for Assembly. Firework song – noises and actions.	Thai Artwork using pipette techniques.	How will you make your bear? What will he look like? What will he be called? Where will he live?	What Christmas Songs do you know? What noise does Santa's Sleigh make? Make GBM! Bake Christmas biscuits!  Learning songs for Christmas Show!	What do you want to be in the Nativity performance? Jigsaw wreaths Christmas Baubles  Learning songs for Christmas Show!	What do you want to be in the Nativity performance? Christmas cards/Christmas letters/magazine collage  Learning songs for Christmas Show!
<b>R.E</b>	<b>Why do Christians perform Nativities at Christmas?</b>	How do Christians find out what Jesus was like?	What is the story of how Jesus was born?	How do Christians celebrate the birth of Jesus in Church?	How do Christians celebrate the birth of Jesus in Church?	How do Christians celebrate the birth of Jesus in Church?		

<b>Learning Environment</b>  <b>Indoors</b>	<p>Lanterns using the paper</p> <p>Rangoli prints for oil pastels.</p> <p>Playdoh – bright – lentils to make prints in!</p> <p>Ingredients for salt doh – make their own?</p>	<p>Glitter tuff trays, pritt stick and black paper.</p> <p>Shaving foam – add handwriting patterns – spirals and stars.</p> <p>Add sequins and gems to the playdoh with rolling pins.</p> <p>Add tin foil and twist into large snake in tuff tray – what can you make?</p>	<p>Toilet tubes to snip to make a star shape, children to use as printing to make firework shapes.</p> <p>Small scale sticks to make bonfires</p> <p>Add sequins/glitter gems to the transient art</p>	<p>Magazines</p> <p>Post box – go and post letters!</p> <p>Letter format</p> <p>Santa sack!</p> <p>Wrapping paper and cellotape</p> <p>Letters from surprise fairy!</p> <p>Advent treats for special Christmas fledglings</p>	<p>Magazines</p> <p>Post box – go and post letters!</p> <p>Letter format</p> <p>Santa sack!</p> <p>Wrapping paper and cellotape</p> <p>Letters from surprise fairy!</p> <p>Advent treats for special Christmas fledglings</p>	<p>Magazines</p> <p>Post box – go and post letters!</p> <p>Letter format</p> <p>Santa sack!</p> <p>Wrapping paper and cellotape</p> <p>Letters from surprise fairy!</p> <p>Advent treats for special Christmas fledglings</p>	<p>Magazines</p> <p>Post box – go and post letters!</p> <p>Letter format</p> <p>Santa sack!</p> <p>Wrapping paper and cellotape</p> <p>Letters from surprise fairy!</p> <p>Advent treats for special Christmas fledglings</p>
	<b>Learning Environment</b>  <b>Outdoors</b>	<p>Rangoli pattern marked onto shed/playground? Children to paint with chalk paint/colour with chalks/make their own</p>	<p>Add large logs/branches/large boxes to build a bonfire. Fire coloured chalk to make fire. Crinkly paper. Sticks for marshmallows!</p>	<p>Tuff trays stoof up, sponges/paintbrushes/bright coloured paint!</p> <p>Draw bonfire on tuff tray – put it out with the hose, fire safety!</p>		<p>Christmas Tree! Decorate with baubles!</p>	

Area of Learning	
<b>PSED</b>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
<b>CL</b>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>
<b>PD</b>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop the skills they need to manage the school day successfully:- lining up and queuing - personal hygiene- mealtimes.</p>
<b>Reading</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>

	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<b>Writing</b>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>To read what they have written back to an adult.</p>
<b>Mathematics</b>	<p>Explore the composition of numbers to 10.</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Continue, copy and create repeating patterns.</p>
<b>UW</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p>
<b>EAD</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>