

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				Expected Skills
Understanding Understand and make sense of info				
Remembering Remember and recall info				Emerging Skills

Topic	What do you celebrate?
Term	Two
Hooks/WOW:	Apple picking, making apple crumble, Bonfire? (at least toasting marshmallows) firework display, the secret light, the Christmas Fairy surprises, Jesus' Christmas Party, Carol Singing

<u>Area of Learning</u> (Skill, Context)	<u>Development Matters/ ELGS/ Small steps</u>	Week 1: Apples - changing of the seasons - the last of Autumn	Week 2 Bonfire Night	Week 3 Diwali	Week 4 Winter is coming!	Week 5 Christmas	Week 6 Christmas	Week 7 Christmas
PSED	See table below	What does our day look like? Reintroducing structure of the day, routines, rules. Sharing job roles of making crumble. Helping each other make towers to reach the apples.	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	How can I show compassion? Begin to use the tree and baubles when children demonstrate value.	Understanding all people are different and celebrate/believe different things - RE/Diwali	How do we decide who is the most important? Is anyone more important than anyone else?	How do other people spend their Christmas? Is it the same as mine?	How do other people spend their Christmas? Is it the same as mine?
CL	See table below	Discussion of which apples good/bad how do we decide?	What noises can you hear - firework vid. Cosy campfire - but what are the rules?	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 the	Winter walk - explore senses - what did you hear and see? Share thoughts and listen to others.	How do we decide who is the most important? Is anyone more important than anyone else?	Performance - speaking in front of a group of people. Learning songs/actions.	Performance - speaking in front of a group of people. Learning songs/actions.

		What do we need to add to our crumble? What did it taste like?	Do you think Guy Fawkes was a nice man? How do we work together as a team?	Communication Through Colour question cards - also used to support discovery time.	Re-introduce talk partners - what does it mean to be a good talk partner?			
PD	See table below	Writedance: Gross Apple handwriting patterns. Crumble actions with hands! Cutting apples with knives.	Writedance: Gross Firework painting all together - mark making with range of tools. Large scale outside - setting up bonfire.	Writedance: Gross Rangoli patterns, fine motor with lentils and tweezers in playdoh. Large scale outside with paint/chalk.	Writedance: Large paper '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	Writedance: Large Paper	Writedance: Large paper Scissor control - snowflakes
Reading	See table below	RWI Key Text: Autumn is for Apples/Bear Snores on/Hibernation Station	RWI Key Text: Sparks in the Sky Guy Fawkes	RWI Key Text: Snow Bears Gruffalo's Child Cuddley Duddley	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
Writing	See table below	RWI letter formation What was it like? Word writing to describe taste/look of apple.	RWI letter formation What did you hear? Firework noises - initial/final sounds.	RWI letter formation What colours can you see? Labelling - dominant sounds!	RWI letter formation Winter Walk Collection : Can you describe what you have found? (Words and captions)	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)
Mathematics	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?
UW	See table below	What does hibernate mean? What floats?	What do we need to make a fire? What does fire need to burn?	How do other people celebrate festivals? What's the same about the way we celebrate? What is different?	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?
EAD	See table below	What patterns can you make using the apple printing? What shapes can you cut out?	What toy can you dip in the paint and use to make a firework? How will you make your firework picture?	What lights can we make? (Salt dough candle holders?) What colours can you create? Colour mixing.	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!	What do you want to be in the Nativity performance? Jigsaw wreaths Christmas Baubles	What do you want to be in the Nativity performance? Christmas cards/Christmas letters/magazine collage
R.E	Why do Christians perform Nativities at Christmas?	Who was the most important person in the Nativity Story?	Who was Jesus?	What do Christians do at Christmas?	How do Christians share God's love?	What is precious to you?	How do people share thanks?	Answer the 'Big Q' again and compare answers.

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

Area of Learning	
PSED	<ul style="list-style-type: none"> Demonstrating friendly behaviour (MR30-50mths) Initiates conversations and attends to and takes account of what others say (MR40-60+mths) Explains own knowledge and understanding and asks appropriate questions of others (40-60+mths) Initiates conversations attends to and takes account of what other say (40-60+msth). Confident to speak to others about own needs, wants and interests (SCSA40-60+mths) Can describe self in positive terms and talk about abilities (40-60+mths). Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them (MFB40-60+mth)s
CL	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity (L&A40-60+mths). Responds to instructions involving a two part sequence. Understands humour, e.g. nonsense rhymes, jokes (U40-60+mths). Listens and responds to ideas expressed by others in conversation or discussion (U40-60+mths). Questions why things happen and gives explanations. Asks e.g. who, what, when, how (S30-50mths). Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (S40-60+mths). Uses language to imagine and recreate roles and experiences in play situations (S40-60+mths).
PD	<ul style="list-style-type: none"> Experiments with different ways of moving (M&H40-60+mths). Travel with confidence and skill around, under over and through balancing and climbing equipment (M&H40-60+mths). Handles tools, objects, construction and malleable materials safely and with increasing control (M&H40-60+mths). Begins to form recognisable letters (M&H31). Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (M&H32). 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"> • Describe main story settings, events and principal characters (R30-50mths). • Knows that print carries meaning and in English is read from left to right and top to bottom (R30-50mths). • 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"> • 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
Mathematics	<ul style="list-style-type: none"> • 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). • Estimates how many objects they can see and checks by counting them (N40-60+mths). • Uses the language of 'more and 'fewer to compare two sets of objects (N40-60+mths). • Finds 1 more or 1 less from a group of up to 5 objects and then 10 objects (N40-60+mths). • Compares two groups of objects, saying when they have the same number (N40-60+mths). <ul style="list-style-type: none"> • Beginning to use mathematical names for solid 3d shapes and flat 2d shapes, and mathematical terms to describe shapes (SSM40-60+mths). • Selects a particular named shape (SSM40-60+mths). • Can describe their relative position such as 'behind' or 'next to' (SSM40-60+mths). • Orders 2 or 3 items by length or height (SS40-60+mths). • Uses familiar objects and common shapes to create and recreate patterns and build models (SSM40-60+mths). • Uses everyday language relate to time (SSM40-60mths).
UW	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes overtime (UW30-50mths). • Shows care and concern for living things and the environment (30-50mths). • Talk about how things develop and change over time (40-60) • Recognises and describes a special time for themselves and their families (30-50) • Know things that make them unique and can discuss differences between families • Enjoys joining it with family customs and routines • 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"> • Beginning to be interested in and describe the texture of things (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). • Create simple representations of events, people and objects (BI40-60mths). • Chooses particular colours for a purpose (BI40-60+mths).