

**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>Expected Skills</b>
<b>Remembering</b> Remember and recall info			
			<b>Emerging Skills</b>

<b>Topic</b>	Where has the Gingerbread Man Gone? Should Jack have climbed the Beanstalk? Would you have eaten the Three Bears Porridge?
<b>Term</b>	Three
<b>Hooks/WOW:</b>	Cooking Ginger Bread Man, Hunting for the Ginger Bread Man, Watching the Ginger Bread Man in the classroom, Beanstalk Growing in the Classroom, Goldilocks Crime Scene

<b>Area of Learning</b> (Skill, Context)	<b>Development Matters/ ELGS/ Small steps</b>	<b>Week 1:</b> Where has the Gingerbread Man Gone?	<b>Week 2:</b> Where has the Gingerbread Man Gone?	<b>Week 3:</b> Should Jack have climbed the Beanstalk?	<b>Week 4:</b> Should Jack have climbed the Beanstalk?	<b>Week 5:</b> Would you have eaten the Three Bears Porridge?	<b>Week 6:</b> Would you have eaten the Three Bears Porridge?
<b>PSED</b>	See table below	Introducing Value: Perseverance through the story of Zog.  Who did the Gingerbread Man belong to? Should he have ran off? Who is the mean one in the story?  Perseverance: Link to Try-ceratops, think about how we can Plan/Review our learning through this dinosaur.		Do you think Jack should have taken the Golden Hen?  Explore the alternative ending of the story. Could the giant just be trying to get his things back?  Is it ever ok to take something that doesn't belong to you? Even if you have no other option?  What could Jack have done instead though? Did he have another choice?		Who are the 'goodies' and 'baddies' from the story?  Stranger danger: should you go into somebody's house that is not yours? If you are not invited?  If you are hungry, is it ok to eat somebody elses food?  What do other people from around the world eat for breakfast? Do all people have the same breakfast? Or indeed the same dinner?	
<b>CL</b>	See table below	Children to imagine where their Gingerbread man is? Find the GBM – can children recount what happened using correct tenses?		Hotseat the Giant – ask him questions. Why was he chasing Jack? Children to think about the questions they want to ask the giant. What else do they want to know? Use LTC cards to help develop questions. T eacher in Role – BR to play sad giant that just wanted his things back.		Book talk: Yes/No answers, either end of classroom with no wrong answers. Miss Riggs to interview the children – why do they have this perception?	
<b>PD</b>	See table below	Writedance Rolls of Paper: Volcano and Walk in the Country		Writedance Rolls of Paper: Robot and Growing Tree		Writedance Rolls of Paper: The Train, Circles and Eights	
<b>Reading</b>	See table below	RWI Key Text: Gingerbread Man		RWI Key Text: Jack and the Beanstalk		RWI Key Text: Goldilocks and the Three Bears	

		Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending		Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending		Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending	
<b>Writing</b>	See table below	RWI Letter formation and writing words applying sound of the day.  Funky 5: focus on letter writing  Labelling your gingerbread man.  LQ: Where was your gingerbread man?		RWI Letter formation and writing words applying sound of the day.  LQ: Can you write a simple sentence?  LQ: Can you retell a story through a story map?  (Sentence retelling the story)		RWI Letter formation and writing words applying sound of the day.  LQ: Who is that character? Character badges.  LQ: What would that character say? Exploring speech bubbles.	
<b>Mathematics</b>	See table below	<b>Growing 5</b> Introducing 0 Comparing numbers to 5.	<b>Growing 5</b> Composition of 4 and 5.	<b>Growing 5</b> Mass and Capacity	<b>Growing 6, 7, 8!</b> Making pairs	<b>Growing 6, 7, 8!</b> Combining two groups	<b>Growing 6, 7, 8!</b> Length and Height
<b>UW</b>	See table below	How could the GBM have crossed the river? Build some way for the GBM to cross the river. Design, build, test and evaluate. Did you invention work? Why not? What could you change next time to make sure it does?		Can plants really grow high into the sky? What is the world's tallest tree? What do plants need to grow? I wonder if plants can grow in different conditions? Children to plant their own beans – how will you plant yours? How do you think it will grow best? What will you feed it?		What do different people from around the world eat for breakfast? What do you normally eat for breakfast? Do you like porridge? What toppings do you like on your porridge? What topping is healthy? What is not so healthy?	
<b>EAD</b>	See table below	Children to design and make their own GBM. Make the gingerbread, what ingredients do we need? What sweets will you add to make yours special? Children to make a craft gingerbread man too – label?		What do you think the castle would look like? What would your dream castle look like? What's your favourite part in the story? Can you paint your favourite scene? What colours do you need?		Who is your favourite character? Plate portraits of the characters from the story.	
<b>R.E</b>		Incarnation LQ: What is a disciple?	Incarnation LQ: Who were Jesus' Friends?	Incarnation LQ: What is a parable? (Have you ever been lost?)	Incarnation LQ: What is a parable?	Incarnation LQ: What is a miracle?	Incarnation LQ: What is a miracle?
<b>Learning Environment Indoors</b>		GB playdoh, cutters, buttons etc. Card prints and craft materials. GBM Small world – tuff tray (river, astro, trees, animals) Outlines for transient art and tweezers with pom poms.		Porridge oats in tuff tray with numbers and numicon. Add bowls and spoons. Children to match the two in their bowl. Paper plates for bear faces/strong/furr/googly eyes into creative den. Letter for writing to the three bears a sorry note from Goldilocks.		Beanstalk appears in classroom! Golden egg at the bottom containing a onote from the giant. Letters for children to write back to the giant and buckets/pulleys/strong as a way to get the note to the top of the beanstalk. Cotton wool/golden paper to creative.	
<b>Learning Environment Outdoors</b>		Set up a bakery outside in the Arch – till, money, salt dough. Children can make baked goods to sell. Aprons and hats. Musical instruments added to stage for GBM song.		Oats frozen in water to add to water tray. Oats added to mud kitchen, children to use the different natural materials as toppings. Add recipe cards to mud kitchen and hang outside. Add crates to make house/chairs/beds etc for bears.		Shaving foam to tuff tray with duplo to build a castle.	

## Areas of Learning

<b>PSED</b>	<p>See themselves as a valuable individual.          Build constructive and respectful relationships.          Express their feelings and consider the feelings of others.          Show resilience and perseverance in the face of challenge.          Identify and moderate their own feelings socially and emotionally.          Think about the perspectives of others.          Manage their own needs.</p>
<b>CL</b>	<p>Learn new vocabulary.          Use new vocabulary through the day.          Ask questions to find out more and to check they understand what has been said to them.          Articulate their ideas and thoughts in well-formed sentences.          Connect one idea or action to another using a range of connectives.          Describe events in some detail.          Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.          Develop social phrases.          Engage in story times.          Listen to and talk about stories to build familiarity and understanding.          Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.          Use new vocabulary in different contexts.          Listen carefully to rhymes and songs, paying attention to how they sound.          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          Progress towards a more fluent style of moving, with developing control and grace.          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.          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.          Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          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.          Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.          Read some letter groups that each represent one sound and say sounds for them.          Read a few common exception words matched to the school's phonic programme.          Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.          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.          To read what they have written back to an adult.</p>
<b>Mathematics</b>	<p>Explore the composition of numbers to 10.          Count objects, actions and sounds.          Subitise.          Link the number symbol (numeral) with its cardinal number value.          Count beyond ten.          Compare numbers.          Understand the 'one more than/one less than' relationship between consecutive numbers.          Continue, copy and create repeating patterns.</p>
<b>UW</b>	<p>Talk about members of their immediate family and community.          Name and describe people who are familiar to them.          Compare and contrast characters from stories, including figures from the past.          Understand that some places are special to members of their community.          Recognise that people have different beliefs and celebrate special times in different ways.          Recognise some similarities and differences between life in this country and life in other countries.          Explore the natural world around them.          Describe what they see, hear and feel whilst outside.          Recognise some environments that are different to the one in which they live.          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.          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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>
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