

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
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Exceeding Skills

Expected Skills

Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

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

<u>Area of Learning</u> (Skill, Context)	<u>Development Matters/ ELGS/ Small steps</u>	Week 1: Where has the <i>Gingerbread Man</i> Gone?	Week 2: Where has the <i>Gingerbread Man</i> Gone?	Week 3: Should Jack have climbed the Beanstalk?	Week 4: Should Jack have climbed the Beanstalk?	Week 5: Would you have eaten the Three Bears Porridge?	Week 6: Would you have eaten the Three Bears Porridge?
PSED	See table below	Introducing Value: Perseverance through the story of Zog. Who did the <i>Gingerbread Man</i> 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?	
CL	See table below		Children to imagine where their <i>Gingerbread</i> man is? Find the <i>GBM</i> - can children recount what	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		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?	

			happened using correct tenses?	cards to help develop questions. T eacher in Role - BR to play sad giant that just wanted his things back.			
PD	See table below	Writedance Rolls of Paper: Volcano and Walk in the Country	Writedance Rolls of Paper: Volcano and Walk in the Country	Writedance Rolls of Paper: Robot and Growing Tree	Writedance Rolls of Paper: Robot and Growing Tree	Writedance Rolls of Paper: The Train, Circles and Eights	Writedance Rolls of Paper: The Train, Circles and Eights
Reading	See table below	RWI Key Text: Gingerbread Man	RWI Key Text: Gingerbread Man Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending	RWI Key Text: Jack and the Beanstalk Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending	RWI Key Text: Jack and the Beanstalk Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending	RWI Key Text: Goldilocks and the Three Bears Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending	RWI Key Text: Goldilocks and the Three Bears Introducing Guided Reading: word games/segmenting words/Obb and Bob/Buried Treasure/CVC word blending
Writing	See table below	RWI Letter formation and writing words applying sound of the day. Labelling your gingerbread man.	RWI Letter formation and writing words applying sound of the day. LQ: Where was your gingerbread man?	RWI Letter formation and writing words applying sound of the day. LQ: Can you retell a story through a story map?	RWI Letter formation and writing words applying sound of the day. LQ: Can you write a simple sentence? (Sentence retelling the story)	RWI Letter formation and writing words applying sound of the day. LQ: Who is that character? Character badges.	RWI Letter formation and writing words applying sound of the day. LQ: What would that character say? Exploring speech bubbles.
Mathematics	See table below	Growing 5 Introducing 0 Comparing numbers to 5.	Growing 5 Composition of 4 and 5.	Growing 5 Mass and Capacity	Growing 6, 7, 8! Making pairs	Growing 6, 7, 8! Combining two groups	Growing 6, 7, 8! Length and Height
UW	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?	
EAD	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.	
R.E		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?

Learning Environment Indoors	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 note 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.
Learning Environment Outdoors	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.

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, event s 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). • 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"> • 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).
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).

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). • 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).