

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			Expected Skills
Remembering Remember and recall info			Emerging Skills

Topic	What are your favourite stories? What happened to Supertato? Where does Beegu belong? Do you believe in Aliens? Which forest would you rather live in? What is happening to our planet?
Term	Four
Hooks/WOW:	Making Supertato, Supertato goes missing, Letters from the Evil Pea, Vegetables in trouble turning up around the school Beegu's Space ship makes a crash landing A Tin Forest emerges

Area of Learning (Skill, Context)	Development Matters/ ELGS/ Small steps	Week 1: The Tin Forest	Week 2: The Tin Forest	Week 3: Beegu	Week 4: Beegu	Week 5: Supertato!	Week 6: Supertato!
PSED		Introducing the new value Do you think it's fair that men are cutting down the rainforests? Is there anything you can do to stop it? Introduce Greta and the giants: discussion about how little people can make big changes.		Would you ever go to space? What would you want to take with you if you did? Who would you take with you? How do you think astronauts feel alone in space?		What makes a goodie a goodie? What makes a baddie a baddie? What real life superheros do you know?	
CL	See table below	Curiosity cube – animal artefact of some sort – snake skin, tarantula skin.? Do you know any other		Curiosity cube – Moon rock (glittery stones, crystals?) DO you know what the moon looks like? Who was		Curiosity cube – spiderman's mask. What makes spiderman a hero? What is special about spiderman? What makes any hero a hero?	

		animals that live in the rainforest? What is the rainforest like?		the first person to go to the moon? Curiosity cube – Green Slime. Do you believe in aliens? If alien’s did exist, what would they look like? Would you like to meet an alien? What would you say if you met one?		Curiosity cube – stethoscope. What is this? Who uses it? What jobs do people do where they are real life heroes?	
PD	See table below	Writedance continues: A3 paper and crayons. Gymnastics in the hall, exploring the equipment.	Writedance continues: A3 paper and crayons. Gymnastics in the hall, exploring the equipment.	Writedance continues: A3 paper and crayons. Gymnastics in the hall, exploring the equipment.	Writedance continues: A3 paper and crayons. Gymnastics in the hall, exploring the equipment.	Writedance continues: A3 paper and crayons. Gymnastics in the hall, exploring the equipment.	Writedance continues: A3 paper and crayons. Gymnastics in the hall, exploring the equipment.
Reading	See table below	Book of the Week: The Tin Forest Follow up reading: Michael recycle, The Green Giant, King of the Swamp, Greta and the Explore Non Fiction texts linked to rainforests Guided Reading: selection of green/red/pink RWI texts. Exploration of red words/word games/Letter Case matching games/word reading games/word writing games/story CD’s		Book of the Week: Beegu Follow up texts: Way back home, Man on the moon, Alien’s love Underpants, The dinosaur who pooped a planet, whatever next. Explore Non Fiction texts linked to space. Guided Reading: selection of green/red/pink RWI texts. Exploration of red words/word games/Letter Case matching games/word reading games/word writing games/story CD’s		Book of the week: Supertato Follow up reading: 10 Little Superheros, Super Daisy, Superworm, My Mum is a SuperMum, Superkid, Charlie’s Superhero Underpants Guided Reading: selection of green/red/pink RWI texts. Exploration of red words/word games/Letter Case matching games/word reading games/word writing games/story CD’s	
Writing	See table below	RWI Letter formation and writing words applying sound of the day. Fact writing as part of discovery time.	RWI Letter formation and writing words applying sound of the day. Description of character LQ: What is the man in the story like?	RWI Letter formation and writing words applying sound of the day. Story Maps and descriptive sentences. LQ: Can you retell the story of Beegu? LQ: What does your alien look like?	RWI Letter formation and writing words applying sound of the day. Descriptive sentences LQ: What does your planet look like?	RWI Letter formation and writing words applying sound of the day. LQ: Can you describe your supertato? (Captions/labelling)	RWI Letter formation and writing words applying sound of the day. Letters and Speech Bubbles LQ: Can you write a letter to the Evil Pea? LQ: What would this character say?
Mathematics	See table below	Building 9 & 10 Pattern	Consolidation	Building 9 & 10 Number bonds to 10	Building 9 & 10 3D shape	Building 9 & 10 Meeting and making 9 and 10	Building 9 & 10 Comparing numbers to 10
UW	See table below	What environment is similar to our own? What is not? What is happening to		Are some families/species different to our own? Do you believe in aliens?		What is healthy? What is not healthy? What is a good balance for your body? What is a living thing?	

		tropical environments such as rainforests? Is this a problem? Can we do anything about it? What animals live in the rainforest? Would we get those animals here? Why not?		Exploring space: What is different about space and earth? Where does the earth exist in our galaxy? What other planet do you like? Could you live on another planet? Should we be worried if someone is different to us? Use textese paint to design alien on computer.		
EAD	See table below	Can you make a tin flower or a tin plant? What colours will you use for your forest? Imagine you live in a tin forest by yourself – how do you feel? Explore feeling loney – role play/hot seat/teacher in role.		What effects can you achieve with oil pastels? What happens when you mix these colours? What will your alien look like? Which tools and materials will you use to create him/her/them.		How will you make your Supertato stand out from the pack? What designs can we make through printing with our potatoes? What other art can we make through using vegetables? What effect can you make through ripping paper?
R.E		Salvation: Why do Christians put a cross in an Easter Garden?	Salvation: Why do Christians put a cross in an Easter Garden?	Salvation: Why do Christians put a cross in an Easter Garden?	Salvation: Why do Christians put a cross in an Easter Garden?	Salvation: Why do Christians put a cross in an Easter Garden?
Learning Environment Indoors		The Tin Forest: Pipecleaner, silver foil, silver paper, junk modelling, silver paint. Add green tissue and bright colours throughout the week to show story changing.		Space! Tough tray with glitter, stars and letters to practice writing CCVC/Red Words. Alien game: Obb and Bob for reading red words. Space Playdoh – navy with stars – leave out googly eyes for children to make their own aliens. Large boxes for space ships – they can make for beegu. Extra texts in book corner: Whatever next – props to add.		Vegetables and speech bubbles for children to write what they think veg might say. Letters from Evil Pea – envelopes and cards for children’s responses. Dried vegetables (peas, lentils, beans) to add to playdoh den. Add props to the book corner – a trolley/basket/items from supermarket and till.
Learning Environment Outdoors				Reading Nook turns into spaceship! Add some space helmets and various buttons/levers. Children to continue to use crates to build up role play of rockets. Sand becomes ‘the moon’ – add in lots of flour?! White rocks?!		Magnifying glasses and clues from the evil pea – letters that children string together to make words and captions. Chunks of potato?! Children to follow the trail to find Supertato.

				Something to make it white!		
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Area of Learning	
PSED	<p><i>See themselves as a valuable individual</i></p> <p><i>Build constructive and respectful relationships</i></p> <p><i>Express their feelings and consider the feelings of others</i></p> <p><i>Shows resilience and perseverance in the face of adversity</i></p> <p><i>Identify and moderate their feelings socially and emotionally</i></p> <p><i>Think about the perspective of others</i></p> <p><i>Manage their own personal hygiene needs</i></p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian</i></p>
CL	<p><i>Listen to and talk about stories to build familiarity and understanding</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Use new vocab in different contexts</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn Rhymes poems and songs</i></p> <p><i>Engage in Non Fiction Books</i></p> <p><i>Listen to and talk about selected non fiction to develop deep familiarity with new knowledge and vocab</i></p>
PD	<p><i>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</i></p> <p><i>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</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>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.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</i></p>
Reading	<p><i>Read individual letters by saying the sounds for them</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school’s phonic programme</i></p> <p><i>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</i></p> <p><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p>
Writing	<p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i></p> <p><i>Re-read what they have written to check that it makes sense</i></p>

<p>Mathematics</p>	<p><i>Link the number symbol (numeral) with its cardinal number value</i> <i>Subitise</i> <i>Count beyond 10</i> <i>Understand the 'one more than/one less than' relationship between consecutive numbers.4</i> <i>Compare numbers</i> <i>Understand the composition of numbers to 10</i> <i>Automatically recall number bonds for numbers 0–5 and some to 10.</i> <i>Compare length, weight and capacity.</i> <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p>
<p>UW</p>	<p><i>Talk about members of their immediate family and community.</i> <i>Name and describe people who are familiar to them.</i> <i>Comment on images of familiar situations in the past.</i> <i>Compare and contrast characters from stories, including figures from the past.</i> <i>Understand that some places are special to members of their community</i> <i>Draw information from a map</i> <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>Understand that some places are special to members of their community.</i> <i>Recognise some similarities and differences between life in this country and life in other countries.</i> <i>Explore the natural world around them.</i> <i>Describe what they see, hear and feel whilst outside</i> <i>Recognise some environments that are different from the one in which they live.</i> <i>Understand the effect of changing seasons on the natural world around them.</i></p>
<p>EAD</p>	<p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills.</i> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Develop story lines in pretend play</i></p>