Eastry C of E Primary School Medium Term Plan: EYFS

Evaluating Analysing Creating Use info to Critically Take info apart create examine info and explore and make relationships something new judgements **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



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: Supertato!	Week 2: Supertato!	Week 3: Beegu	Week 4: Beegu	Week 5: The Tin Forest	Week 6: The Tin Forest
PSED		Introducing our new value What makes a goodie a goodie? What makes a baddie a baddie? What real life superheros do you know?		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?		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.	
CL	See table below	Curiosity cube - spiderman's mask. What makes spiderman a hero? What is special about spiderman? What makes any hero a hero? Curiosity cube - stethoscope. What is this? Who uses it? What jobs do people do where they are real life heroes?		Curiosity cube - Moon rock (glitty you know what the moon looks liberson to go to the moon? Curiosity cube - Green Slime. Do alien's did exist, what would the to meet an alien? What would you	ke? Who was the first by you believe in aliens? If y look like? Would you like	Curiosity cube - animal arsnake skin, tarantula skin. animals that live in the rainal rainforest like? Curiosity cube -	? Do you know any other

PD	See table below	Writedance continues: A3 paper and crayons. Gymnastics in the hall, exploring the	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	equipment. 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		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: 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	
Writing	See table below	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?	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. Fact writing LQ: What do you know about animals that live in a rainforest?	RWI Letter formation and writing words applying sound of the day. Description of character LQ: What is the man in the story like?
Mathematics	See table below	Building 9 & 10 Meeting and making 9 and 10	Building 9 & 10 Comparing numbers to 10	Building 9 & 10 Number bonds to 10	Building 9 & 10 3D shape	Building 9 & 10 Pattern	Consolidation
UW	See table below	What is healthy? What is not healthy? What is a good balance for your body? What is a living thing?		Are some families/species different to our own? Do you believe in aliens? 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.		What environment is similar to our own? What is not? What is happening to 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?	
EAD	See table below	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?		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.		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.	
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?	Salvation: Why do Christians put a cross in an Easter Garden?

Learning	Vegetables and speech bubbles for children to write	Space!	The Tin Forest:					
	what they think veg might say. Letters from Evil Pea	Tough tray with glitter, stars and letters to practice	Pipecleaner, silver foil, silver paper, junk modelling,					
Environment	- envelopes and cards for children's responses.	writing CCVC/Red Words. Alien game: Obb and Bob for	silver paint. Add green tissue and bright colours					
Indoors								
	Dried vegtables (peas, lentils, beans) to add to	reading red words. Space Playdoh - navy with stars - leave	throughout the week to show story changing.					
	playdoh den. Add props to the book corner - a	out googly eyes for children to make their own aliens. Large						
	trolly/basket/items from supermarket and till.	boxes for space ships - they can make for beegu. Extra						
		texts in book corner: Whatever next - props to add.						
Learning	Magnifying glasses and clues from the evil pea -	Reading Nook turns into spaceship! Add some space helmets						
Environment	letters that children string together to make words	and various buttons/levers. Children to continue to use						
Outdoors	and captions. Chunks of potato?! Children to follow	crates to build up role play of rockets. Sand becomes 'the						
Outdoors	the trail to find Supertato.	moon' - add in lots of flour?! White rocks?! Something to						
		make it white!						
Area of Learning								
PSED	40-60 Can describe self in positive terms and talk about							
	·	by they like some activities more than others. They are confide	ent to speak in a familiar group, will talk about their ideas, a	nd will choose the				
	resources they need for their chosen activities. They s							
	40 - 60 Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Children talk about how they and athong they facilized talk about their own and athong behaviour and the consequences and know that some behaviour is unaccentable. They work as part of a group							
	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.							
	40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise							
	·		e their activity. They show sensitivity to others' needs and t	feelinas and form				
	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.							
CL		Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give						
	their attention to what others say and respond appropriate	riately, while engaged in another activity.	·	, -				
	Children follow instructions involving several ideas or a	ctions. They answer 'how' and 'why' questions about their exper	riences and in response to stories or events.					
	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in							
	the future. They develop their own narratives and explanations by connecting ideas or events.							
PD	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including							
	pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs							
		·	ealthy and safe. They manage their own basic hygiene and pe	ersonal needs				
	successfully, including dressing and going to the toilet	independently.						
Reading	40-60 Continues a rhyming string	acks and computans						
	40-60 Knows that information can be retrieved from b	ooks and computers ise phonic knowledge to decode regular words and read them a	and accurately. They also read some common irregular word	le				
Writing	40-60 Links sounds to letters and begins to know lette		oud accurately. They also read some common in regular word					
wring	40-60 Attempts to write short sentences in meaningful	•						
	·	ways which match their spoken sounds. They also write some in	reaular common words. They write simple sentences which c	an be read by				
	themselves and others.	,		- /				
Mathematics	40-60 Finds the total number of items in two groups by	y counting all of them. Says the number that is one more than	a given number. Finds one more or one less from a group of a	up to five objects,				
	then ten objects. In practical activities and discussion,	, beginning to use the vocabulary involved in adding and subtrac	ting. Records, using marks that they can interpret and expl	ain. Begins to identify				
	own mathematical problems based on own interests and							
	· ·	lace them in order and say which number is one more or one les	ss than a given number. Using quantities and objects, they a	dd two single digit				
	numbers and count on to find the answer.							
		3D shapes and 'flat' 2-D shapes, and mathematical terms to de	scribe shapes. Selects a particular named shape. Orders tw	o or three items by				
	length or height. They explore characteristics of everyday objects and shapes and use mathematical language to describe them							
1 1147			anditions Children know about similarities and difference :	n nolation to place				
UW	,	themselves and others, and among families, communities and to e features of their own immediate environment and how enviro		•				
	1 ,	e reatures of their own immediate environment and now enviro it changes. Children recognise that a range of technology is us	• .					
	particular purposes.	te changes. Chinal en l'ecognise that a l'arige of technology is as	ed in places such as hollies and schools. They select and use	LECTHOLOGY TOI				
	pui licului pui poses.							

EAD	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.