

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

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

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

<u>Area of Learning</u> (Skill, Context)	<u>Development Matters/ ELGS/ Small steps</u>	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 (glittery stones, crystals?) DO you know what the moon looks like? Who was 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 - animal artefact of some sort - snake skin, tarantula skin.? Do you know any other animals that live in the rainforest? What is the rainforest like? Curiosity cube -	

Learning Environment Indoors		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.	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.	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.
Learning Environment Outdoors		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.	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?! Something to make it white!	

Area of Learning	
PSED	<p><i>40-60 Can describe self in positive terms and talk about abilities.</i> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><i>40 - 60 Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</i> 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.</p> <p><i>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise</i> 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.</p>
CL	<p>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 appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>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.</p>
PD	<p>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.</p> <p>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 successfully, including dressing and going to the toilet independently.</p>
Reading	<p><i>40-60 Continues a rhyming string</i> <i>40-60 Knows that information can be retrieved from books and computers</i> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>
Writing	<p><i>40-60 Links sounds to letters and begins to know letters of the alphabet.</i> <i>40-60 Attempts to write short sentences in meaningful contexts.</i> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>
Mathematics	<p><i>40-60 Finds the total number of items in two groups by 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 up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</i> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add two single digit numbers and count on to find the answer.</p> <p><i>40 -60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders two or three items by length or height.</i> They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
UW	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

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.