

**Eastry C of E Primary School Medium Term Plan: EYFS**

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|---|--|---|-------------------------|
| <b>Creating</b><br>Use info to create something new       | <b>Evaluating</b><br>Critically examine info and make judgements | <b>Analysing</b><br>Take info apart and explore relationships | <b>Exceeding Skills</b> |
| <b>Applying</b><br>Use info in a new situation            |  |   |                         |
| <b>Understanding</b><br>Understand and make sense of info |  |   | <b>Expected Skills</b>  |
| <b>Remembering</b><br>Remember and recall info            |  |   | <b>Emerging Skills</b>  |

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|---------------------|
| Democracy           |
| Rule of Law         |
| Cultures & religion |
| Mutual respect      |
| Individual liberty  |

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| <b>Topic</b>      | What will you find beneath the sea? (FICTION)   |
| <b>Term</b>       | 5   |
| <b>Hooks/WOW:</b> | What's in my box? (fish) linked to rainbow fish<br>Recycling Bag of rubbish<br>Special Shell artefact |

| <b>Area of Learning</b><br>(Skill, Context) | <b>Development Matters/ ELGS/ Small steps</b> | <b>Week 1 and 2:</b><br><b>COMMOTION IN THE OCEAN</b>   | <b>Week 3:</b><br><b>SHARING A SHELL</b>   | <b>Week 4:</b><br><b>SHARING A SHELL</b> | <b>Week 5:</b><br><b>RAINBOW FISH</b>   | <b>Week 6:</b><br><b>RAINBOW FISH</b> |
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| <b>PSED</b>                                 | See table below                               | Introduce our new class value: JOY.<br><br>How can we show joy? Link to baubles on the tree and re-remind children.   | <b>What does it mean to share? What do you have to share? Why should you share?</b><br><br><b>Would you share your home with someone? Would you let a stranger into your house?</b>  |  | Linked to sharing from the week before.<br><br><b>What makes a good friend? What qualities do you look for in a friend? How do you show YOU are a good friend?</b>  |                                       |
| <b>CL</b>                                   | See table below                               | Curiosity Cube – Fish skeleton – how do fish move? How do fish breath? How do any sea creatures breath? How are they different to us?<br><br>Making sea creature: focus on 'What Like' words. What have you given your sea creature?<br><br>Performance of Commotion in Ocean Rap! <b>Team work and sharing ideas. Why is it important to listen to other viewpoints?</b><br><br>Snack Time opportunities | Sensory Table/Curiosity Cube: Crab Claw<br><br>Letters between the crab and children wrapped up and stuffed into the shell. What challenges has the crab set us? Also – HOW can crabs write? Do you think that's possible? Let's look at the claw.<br><br>Variety of different shells on a tray. What's the same about these shells? What's different. How can we sort them? |  | Fish exploration!<br><br>What is it? What does it look like? What does it smell like? What does it feel like? Gather vocabulary.<br><br>Explore fish in water – look at scales/gills/bones/mouth/eyes moving parts. |                                       |

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|                                      |  | What could the word be? Join in with the story and anticipate rhyming words.  |  |   |  |  |                |
| <b>PD</b>                            | See table below  | PE: practice for sports day – Team Games!   |  | PE: practice for sports day - Team Games!   |  | PE: practice for sports day - Team Games!  |                |
| <b>Reading</b>                       | See table below  | Book of the Week: Commotion in the Ocean<br>What words rhyme? What is a rhyming word?<br>Explore vocab and add to 'Word's we've picked'<br>RWI  |  | Book of the Week: Sharing a Shell<br>Book talk around the story. Pick out key questions: Yes or No – interview children on their answers. EG: Would you share your home with somebody?<br>Explore vocab and add to 'Word's we've picked'<br>RWI   |  | Book of the Week: Rainbow Fish<br>Explore vocab and add to 'Word's we've picked'<br>Deconstruct book in the book corner.<br>RWI  |                |
| <b>Writing</b>                       | See table below  | What rhymes with the first word? Writing a rhyming string.  | Can you write a descriptive sentence about the IT sea creature you have made?<br><br>(Using LTC) | LQ: What is precious to you? What would you share with a friend?  |  | What qualities make a good friend?<br><br>Labelling the fish scales.<br><br>Sense sentence to describe the real fish.  |                |
| <b>Mathematics</b>                   | See table below  | To 20 and Beyond  | To 20 and Beyond   | To 20 and Beyond  | First Then Now   | First Then Now   | First Then Now |
| <b>UW</b>                            | See table below  | Where do sea creatures live? Explore the world's oceans on a world map and discuss the different animals found there.   | Can you create your sea creature using a paint programme?  | Habitats – rockpools.<br>What different habitats do you get under the sea? Where do different creatures live? How is a rockpool different. Compare and contrast these environments. Compare and contrast the types of creatures.  |  | What qualities do different people possess? What do you like about specific people? Focus on differences make us unique and special.<br><br>What qualities do different people in society need? EG a nurse needs to be caring etc. |                |
| <b>EAD</b>                           | See table below  | What recycled materials could you use to make your sea creature?<br><br>What colour will you select for your sea creature?  |  | How will you make your lobster? (paper plate writing activity).   |  | What pattern will you make on your fish scale?<br>Coffee filters, add pipette water to blur the colours.   |                |
| <b>R.E</b>                           | World faiths - Which stories are special and why? How do stories help people know how to behave? | Why are stories special to people?  | Are we all the same?   | What does the story of David and Goliath teach Jewish people?   | What are the messages Jewish people learn from the story of Jonah? | Why are stories important to Muslim children?  | Assessment     |
| <b>Learning Environment Indoors</b>  |  | Playdoh resources for sea creatures – add googly eyes, pipe cleaners, sticks for seaweed, glitter.<br>Book Corner to turn into Sea-Den: Add little artefacts such as shells and stones. Deconstruct the sea books and add props.<br>Construction: set up a beach small world – add sandpaper, people, blue material, gems, and sea creatures. Add small chairs from dolls house.<br>Blue slime and small world resources onto Curiosity Cube (Sensory). |  | Add tuff tray to book corner – make some kind of rockpool and add the characters from the story. Add shells, add water beads and gems.<br>Children to use props to immerse themselves in story.<br>Make 'coral reef' pictures using paint and pipettes: add pipettes with watery paint to creative den. |  | Using wax crayons in a light colour and a blue paint wash.   |                |
| <b>Learning Environment Outdoors</b> |  | Water Tray – blue cellophane.<br>Sand pit – add stones, shells, sand resources.   |  | Large paper hung on washing line, pipettes, food colouring and water.<br>Drop to create ocean picture.  |  | Make large scale sea creatures, numbers for each leg to label.<br>Make a submarine outside with the crates and large 3D shapes.  |                |

| Area of Learning   |   |
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| <b>PSED</b>        | <p>Self-Regulation ELG<br/>Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self ELG<br/>Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Building Relationships ELG<br/>Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> |
| <b>CL</b>          | <p>Listening Attention and Understanding ELG<br/>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG<br/>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>  |
| <b>PD</b>          | <p>Gross Motor Skills ELG<br/>Children at the expected level of development will: 11 - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG<br/>Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>   |
| <b>Reading</b>     | <p>Comprehension ELG<br/>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG<br/>Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>   |
| <b>Writing</b>     | <p>Writing ELG<br/>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>   |
| <b>Mathematics</b> | <p>Number ELG<br/>Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns ELG<br/>Children at the expected level of development will: 12 - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>   |
| <b>UW</b>          | <p>Past and Present ELG<br/>Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>  |

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|                   | <p>People Culture and Communities ELG<br/> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World ELG<br/> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
| <p><b>EAD</b></p> | <p>Creating with Materials ELG<br/> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG<br/> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; 13 - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</p>  |