

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 will you find beneath the sea? (FICTION)
Term	5
Hooks/WOW:	What's in my box? (fish) linked to rainbow fish Recycling Bag of rubbish Special Shell artefact
Inspire day	Eid

<u>Area of Learning</u> (Skill, Context)	<u>Development Matters/ ELGS/ Small steps</u>	Week 1 and 2: COMMOTION IN THE OCEAN	Week 3: SHARING A SHELL	Week 4: SHARING A SHELL	Week 5: RAINBOW FISH	Week 6: RAINBOW FISH
PSED	See table below	Introduce our new class value: JOY. How can we show joy? Link to baubles on the tree and re-remind children.	What does it mean to share? What do you have to share? Why should you share? Would you share your home with someone? Would you let a stranger into your house?		Linked to sharing from the week before. What makes a good friend? What qualities do you look for in a friend?	
CL	See table below	Sensory Table - Under the Sea - create a scene. Blue Slime to promote discussion. Snack Time opportunities What could the word be? Join in with the story and anticipate rhyming words.	Sensory Table/Curiosity Cube: Some kind of communication between the crab/lobster and the children - leaving letters and packages for them linking to his house. Leaving clues etc. Variety of different shells on a tray. What's the same about these shells? What's the difference?		Bring in a whole fish. Place under box with hand hole. Children use senses to smell/touch fish. What do they think it is? What does it feel like? Explore fish in water - look at scales/gills/bones/mouth/eyes moving parts.	

PD	See table below	PE: practice for sports day. Gymnastics in the hall, exploring the equipment.		PE: practice for sports day.		PE: practice for sports day.	
Reading	See table below	Book of the Week: Commotion in the Ocean What words rhyme? RWI Guided Reading with word games - focus on red words writing and blending longer words.		Book of the Week: Sharing a Shell 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? RWI Guided Reading with word games - focus on red words writing and blending longer words.		Book of the Week: Rainbow Fish Deconstruct book in the book corner. RWI Guided Reading with word games - focus on red words writing and blending longer words.	
Writing	See table below	Funky Five - Five letters each week. Focus group with Mrs Williams. What rhymes with the first word? Writing a rhyming string.	Can you write a descriptive sentence about the IT sea creature you have made? (Using LTC)	LQ: What is precious to you? What would you share with a friend?		What qualities make a good friend? Labelling the fish scales. Sense sentence to describe the real fish.	
Mathematics	See table below	To 20 and Beyond	To 20 and Beyond	To 20 and Beyond	First Then Now	First Then Now	First Then Now
UW	See table below	Can you find a fact about your sea creature?	Can you create your sea creature using a paint programme?	Habitats - rockpools. What different habitats do you get under the sea? Where do different creatures live? How is a rockpool different. Compare and contrast these environments.		What qualities do different people possess? What do you like about specific people? Focus on differences make us unique and special.	
EAD	See table below	What recycled materials could you use to make your sea creature? 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? Coffee filters, add pipette water to blur the colours.	
R.E	Which stories are special and why?	What is a promise?	Can you always see your promise?	Why Should you keep your promise?	Why do Christians Trust God to Keep his Promises?	What do Christians and Jewish people learn from the Story of Joseph?	What can we learn from Old Testament Stories?
Learning Environment Indoors		Playdoh resources for sea creatures - add googly eyes, pipe cleaners, sticks for seaweed, glitter. Book Corner to turn into Sea-Den: Add little artefacts such as shells and stones. Deconstruct the sea books and add props. Construction: set up a beach small world - add sandpaper, people, blue material, gems, and sea creatures. Add small chairs from dolls house. 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. Children to use props to immerse themselves in story. 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.	
Learning Environment Outdoors		Water Tray - blue cellophane. Sand pit - add stones, shells, sand resources.		Large paper hung on washing line, pipettes, food colouring and water. Drop to create ocean picture.		Make large scale sea creatures, numbers for each leg to label. Make a submarine outside with the crates and large 3D shapes.	

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><i>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.</i></p> <p><i>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p> <p><i>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.</i></p>
PD	<p><i>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.</i></p> <p><i>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.</i></p>
Reading	<p><i>40-60 Continues a rhyming string</i></p> <p><i>40-60 Knows that information can be retrieved from books and computers</i></p> <p><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.</i></p>
Writing	<p><i>40-60 Links sounds to letters and begins to know letters of the alphabet.</i></p> <p><i>40-60 Attempts to write short sentences in meaningful contexts.</i></p> <p><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.</i></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></p> <p><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.</i></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></p> <p><i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</i></p>
UW	<p><i>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.</i></p>
EAD	<p><i>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.</i></p>