

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			

Topic	What effect are humans having on the sea?
Term	6
Hooks/WOW:	Trip to Wingham and Talk about Recycling Effects. Rubbish Hook What animals are endangered? Save our Seas Protest

Area of Learning (Skill, Context)	Development Matters/ ELGS/ Small steps	Week 1 and 2:	Week 3 and 4:	Week 5 and 6: Nursery Visits Home Visits
PSED	See table below	Introduce our new class value: How can we show JOY ? Link to baubles on the tree and re-remind children. What is happening to our oceans? What can we do to help?	Do you think sharks are 'baddies'? Discussion of children's thoughts and perceptions surrounding sharks. BEFORE and AFTER they have learned about them. What do you think about shark fin soup?	Preparation and gathering of children's thoughts about moving into Year 1. Collection of questions for their new teacher. Collection of thoughts – how are they feeling about moving into year 1. – Drawing of faces and explanations.
CL	See table below	Listening: to the effects of humans on our oceans – information day. Save our Seas: Protest around the school Speaking to children/adults from different years groups. What is happening to our seas? How can we help?	Do you know what endangered means? Discussion surrounding endangered animals. Explore the vocabulary: extinct, endangered, hunting. Curiosity Cube – tine of SFS/Leather Purse/Animal Furr. Mermaid purse – shark embryo.	Hand out a compliment game. Advice for the new Fledglings. Sharing of memories and Fledglings party.
PD	See table below	PE: practice for sports day: races specifically.	PE: practice for sports day: races specifically.	PE: Team Games/Parachute/Practising to ride the bikes on the large playground.
Reading	See table below	Book of the Week: What is happening to our oceans? Fact books/videos/information texts.	Book of the Week: SHARK books	Book of the Week: The Little Owl that was afraid of the Dark. Talk through and discuss the themes of the book.

		RWI		What do you already know about sharks? Hexagon Sea creature assessment approach, talk around the animals and issues. RWI		RWI
Writing	See table below	Funky Five – Five letters each week. Focus group with Mrs Williams. Fact Posters: What can we do to help save our seas? Children to write a caption to go along side poster – what can people do to help?		Can you write a sentence? Can you recall a fact about a shark? Children to create a class book focusing on different types of shark. GD – children to create their own book with a fact about each sea creature in the story.		Return to All About Me: Children to be given their faces they painted in Term 1. What do you want Miss Thomas to know about you? Who and What Like? 'I am Paddy and I like playing in the sand'.
Mathematics	See table below	Find my Pattern Doubling	Find my Pattern Sharing and Grouping	Find my Pattern Even and Odd	On the Move Problem Solving	On the Move Patterns and Reasoning Spatial reasoning
UW	See table below	Discussion of environments and the effects of humans on different environments. Coral Reef and Coral bleaching/over fishing/shark fin soup.		IT Suite Children to use a paint programme to paint a picture of a shark.		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	Children to design posters to support their message for the Save our Seas protest.		Commotion in the Ocean Story: Children look back to the story. Rap/make music/songs for each verse.		Children to have a go at re-painting their faces with the black paint as they did in term 1. Let's look at the differences and similarities. Look how far you have come!
R.E	Which stories are special and why?	Why are stories important to Muslim children?	What do Sikh people learn from the example of Guru Nanak? The milk and jasmine flower	What do Sikh people learn from the example of Guru Nanak? The Milk and jasmine flower	Where do some Hindu families worship God?	What does the story of Rama and Sita teach Hindu children? What is the same about these special stories? What is different? Assessment Week
Learning Environment Indoors		Photographs of bottom scrapers/shark fin soup/oil spills/fishing nets etc. Add to challenge table for children to write sentences to accompany. People in the playdoh to add mermaid tails to with sequins to decorate.		Add blank books to the writing den, children to make their own fact books to accompany. Junk Modelling – children to create their own sea creatures. Crayons and blue paint wash.		Jellyfish and plastic bag in coloured water in a bottle. Add shells to the playdoh – children to make lobster/snails. Blue spaghetti in tuff tray and add sea creatures and gems small world. Add fact books.

Area of Learning	
PSED	Self-Regulation ELG 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>Managing Self ELG 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 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>
CL	<p>Listening Attention and Understanding ELG 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 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>
PD	<p>Gross Motor Skills ELG 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 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>
Reading	<p>Comprehension ELG 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 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>
Writing	<p>Writing ELG 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>
Mathematics	<p>Number ELG 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 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>
UW	<p>Past and Present ELG 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> <p>People Culture and Communities ELG 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</p>

	<p>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>EAD</p>	<p>Creating with Materials ELG 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 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>