

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

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

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

<b>Topic</b>	What effect are human's having on the sea?
<b>Term</b>	6
<b>Hooks/WOW:</b>	Rubbish Hook What animals are endangered? TRIP? Save our Seas Protest

<b>Area of Learning</b> (Skill, Context)	<b>Development Matters/ ELGS/ Small steps</b>	<b>Week 1 and 2:</b>	<b>Week 3 and 4:</b> Stay and Plays Begin Sports Day	<b>Week 5 and 6:</b> Nursery Visits Home Visits
<b>PSED</b>	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.
<b>CL</b>	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.
<b>PD</b>	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.
<b>Reading</b>	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 Guided Reading with word games - focus on red words writing and blending longer words.		What do you already know about sharks? Hexagon Sea creature assessment approach, talk around the animals and issues. RWI Guided Reading with word games - focus on red words writing and blending longer words.		RWI Guided Reading with word games - focus on red words writing and blending longer words.
<b>Writing</b>	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 Dulcie and I like playing in the sand'.
<b>Mathematics</b>	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  On the Move <b>Spatial reasoning</b>
<b>UW</b>	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.
<b>EAD</b>	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!
<b>R.E</b>	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
<b>Learning Environment Indoors</b>		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.

<b>Area of Learning</b>	
<b>PSED</b>	<p>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>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>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>

<b>CL</b>	<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>
<b>PD</b>	<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>
<b>Reading</b>	<p>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>
<b>Writing</b>	<p>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>
<b>Mathematics</b>	<p>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. They solve problems including doubling, halving and sharing.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
<b>UW</b>	<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>
<b>EAD</b>	<p>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.</p>