



## EYFS Medium Term Plan - Term 6

### Preschool

Whole School theme: Fire and Ice

Learning focus: How will it change?	Wow moments: 1. Visit from Paddington 2. Christmas Concert 3. Cinderella Ball	Special celebrations / festivals: Christmas and Remembrance Fireworks night
Main texts: The Enormous Turnip Cinderella A little bit of Winter Santas sleigh is on its way to Swindon	Linked texts, including non-fiction: Winter Ice Remembrance story Fireworks story	Nursery rhyme focus: Mary had a little lamb Dingle Dangle Scarecrow Baa Baa Black Sheep

Vocabulary linked to topic:

	Activities and learning enhancement	Skills
Communication and Language	Character house – All the characters from the story	Use longer sentences of four to six words. Find solutions to conflicts and rivalries.
Personal, Social and Emotional Development	Read the story of Cinderella and talk about how she felt at different times throughout the story. Read the happy/sad/worried/angry books from the book corner and discuss.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Physical Development	Cutting / slicing vegetables Patterns in soil Build troughs and gardening tools flowers and garden construction set	Explore and talk about different forces they can feel. Match their developing physical skills to tasks and activities in the setting Choose the right resources to carry out their own plan.

Literacy	<p>Invitations to the ball.          Labelling different characters / props          Reading and retelling the story          Identifying characters, settings and events          Identifying parts of the story book – title, front cover, pages etc.</p>	<p>Use some of their print and letter knowledge in their early writing.          Join in with repeated refrains          Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p>
Mathematics	<p>Use play food to create patterns and a shop          Using the lightbox Threading the correct number of beads/pasta/shapes on to the wand.          Size ordering using the Cinderella cut-outs and physical objects. Fruit? Different sized animals?          Questioning – showing children a numeral – ‘what number is this? ‘can you find me ... small/big things?’ ‘I’ve found ... objects. Can you find me this numeral?’</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).          Extend and create ABAB patterns – stick, leaf, stick, leaf          Create closed shapes with continuous lines, and begin to use these shapes to represent objects.          Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.          Extend and create ABAB patterns – stick, leaf, stick, leaf.          Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p>
Understanding of the World	<p>Transient Art          Construction Area          Plant new bulbs in the tyres?          Building houses for the animals in the story.          Use the flower garden to make backdrop for the ball / wedding</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make          Begin to understand the need to respect and care for the natural environment and all living things.</p>
Expressive Arts and Design	<p>Vegetable printing</p>	<p>Explore and talk about different forces they can feel.          Choose the right resources to carry out their own plan.          Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>
Outdoor enhancement provision	<p>Soil, root vegetables, gardening tools, knives</p>	<p>Match their developing physical skills to tasks and activities in the setting(PD)          Choose the right resources to carry out their own plan.(PD)</p>

