

EYFS Medium Term Plan **Spring. 1 Term**

Topics- Julia Donaldson & Underground

| Unique Child | Positive Relationships | Enabling Environments | Things to care about | Learning & Development Focus | |
|--------------|------------------------|---|---------------------------------------|------------------------------|--|
| | | | | EYFS | Schemes |
| | | | Birthdays Easter | PSED | <p>MR- Initiates conversations, attends to and takes account of what others say. Play co-operatively, taking turns with others.</p> <p>SC&SA- Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to speak to others about own needs, wants, interests and opinions.</p> <p>MF&B - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Aware of own feelings, and knows that some actions and words can hurt others' feelings. To understand and follow the rules.</p> |
| | C&L | <p>L&A- Maintains attention concentrates and sits quietly during appropriate activity. Children listen attentively in a range of situations.</p> <p>U- Children follow instructions involving several ideas or actions. Able to follow a story without pictures or props.</p> <p>S- Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play. They develop their own narratives and explanations by connecting ideas or events.</p> | | | |
| | PD | <p>M&H- Handles tools, objects, construction and malleable materials safely and with increasing control. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>H&SC- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Shows understanding of how to transport and store equipment safely.</p> | <u>PE - see planning</u> | | |
| | Literacy | <p>R- Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>W- Gives meanings to marks they make as they draw, write and paint. Can segment the sounds in simple words and blend them together. Attempts to write short sentences in meaningful contexts.</p> | <u>RWI phonics</u> | | |
| | Maths | <p>N- Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>SS&M- Beginning to use mathematical names for 'solid' 3D shapes. Orders two or three items by length or height. Orders two items by weight or capacity.</p> | | | |
| | UTW | <p>P&C - Enjoys joining in with family customs and routines. Talk about past and present events in their own lives and in the lives of family members.</p> <p>TW- Looks closely at similarities, differences, patterns and change. Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>T- Uses ICT hardware to interact with age-appropriate computer software. Completes a simple program on a computer. Select and use technology for particular purposes.</p> | <u>Come and See - see RE planning</u> | | |
| | EAD | <p>E&UMM- Manipulates materials to achieve a planned effect. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>BI- Plays cooperatively as part of a group to develop and act out a narrative. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> | | | |

Personal Social Emotional Development (PSED)

- I will follow the rules and expectations in the classroom.
- I will be happy to share things that I am good at.
- I will talk with confidence to my peers and familiar adults.
- I will be dressing and undressing independently for P.E
- I will be thinking about occasions/events special to myself and others.
- I will share and take part in turn taking games

Physical Development (PD)

- I will experiment with different ways of moving.
- I will jump off an object and land appropriately.
- I will negotiate space successfully when playing racing and chasing games with other children.
- I will travel with confidence and skill around, under, over and through balancing and climbing equipment.
- I will form recognisable letters.
- I will use a pencil with control and form numbers and letters, most of which are correctly formed.
- I will be able to share ways of staying healthy and understand which foods are good for me.

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Communication and Language (CL)

- I will share my ideas with friends and grown-ups.
- I will be imagining and recreating roles in stories that I am increasingly familiar with.
- I will be confident to ask questions when I'm not sure.
- I will be talking about my family and sharing news from home.
- I will be thinking about sequence of events in stories and saying what happened in the beginning, middle and end.
- I will follow simple instructions.
- I will listen to stories with concentration.

Understanding the World (UW)

- I will take story characters on journeys using the beebots.
- I will talk about changes in the environments as the seasons change.
- I will take part in simple scientific experiments.
- I will share news of my family and special times we share.
- I will complete age-appropriate programmes on the computer.

Expressive Arts & Design (EAD)

- I will be combining different media to create characters from Julia Donaldson stories.
- I will be constructing with a purpose in mind.
- I will be exploring a range of instruments and learning about beat and rhythm.
- I will be roleplaying in the Stick family tree and Gruffalo Mud Café.
- I will be acting out stories with puppets.
- I will be using a range of materials to make collages and models.
- I will work with others, sharing my ideas.

Mathematics (M)

- I will be learning to count, recognise and order numbers to 20.
- I will be using the language of addition in practical; activities.
- I will be learning to say the number one more/less beyond 10.
- I will be learning to name and describe simple 3D.
- I will be learning to create repeating patterns.
- I will order items by length and weight.

Literacy (L)

- I will blend letters together to read simple words.
- I will be listening to and joining in with a range of Julia Donaldson stories.
- I will segment words in order to write them independently.
- I will retell familiar stories
- I will link sounds to letters.
- I will use my phonics to write sounds I can hear in words.
- I will write simple sentences independently.
- I will use story language in my writing and play.