





EYFS Class Medium Term plan – Spring 1st half Jan 2023



STONE SCAVENGERS

Big question 		Linking Themes	Core Values	BRITISH VALUES	Learning Behaviour
What do people use stones for?		Valentine's Day Chinese New Year Materials	 LOVE	RULE OF LAW	Choosing chimp
AREA OF LEARNING		LEARNING GOALS	STEPS IN LEARNING	VOCABULARY TO BE DEVELOPED	CONTINUOUS PROVISION OPPORTUNITIES/ IDEAS
Personal, Social and Emotional Development 	Self Regulation	Children will be able to focus during longer whole class lessons.	<ul style="list-style-type: none"> Choose activities and resources independently. Complete challenges suggested to them. Persevere with challenges. 	Concentrating crocodile	Board games with my classmates. Talent passports What I would like to be when I'm older
	Managing self	Children will begin to show resilience and perseverance in the face of a challenge.		Persevering parrot	
	Building relationships	Children will be able to use taught strategies to support in turn taking.		Share Fair	
Communication and Language 	Listening, Attention and Understanding	Children will learn to ask questions to find out more.	<ul style="list-style-type: none"> Understand a simple Q who, what, where? Understand a question with 2 parts. Ask a question with curiosity. Ask Q's to find out more, clarify understanding. 	What? When? Why? How? Where? Who?	High quality classroom conversations. Vocabulary focus Storytime/ Rhyme time Role-play
	Speaking	Children will talk in sentences using conjunctions, e.g. and, because.		<ul style="list-style-type: none"> Use sentences of 4 to 6 words. Use new vocab in different contexts. Speak in full sentences using conjunctions. 	
Physical Development 	Gross motor	Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb.	<ul style="list-style-type: none"> Throw, catch and kick a ball. Stand on tiptoes. Stand on one leg. Walk along a line. Develop balance on equipment - walk along a beam. 	Balance Catch Throw	Pedal go's Wheeled boards Balance boards Make caveman jewellery with shells and bones. Sand tray excavation of fossils. Making caveman tools (carving soap)
	Fine motor	Children will handle scissors, pencil and glue effectively.		<ul style="list-style-type: none"> Make snips with scissors. Cut paper in half. Cut around a shape. Improve my pencil grip. Draw shapes, circles and lines. Guided drawing - copy the teacher. Form letters correctly. 	
Literacy	Comprehension	Children will act out stories using recently introduced vocabulary.	<ul style="list-style-type: none"> Repeat phrases from stories. Act out events from stories. Re-tell stories using own words. 	Range of vocab from stories read together.	Role play based on stories read.

	Word Reading	Children will recognise taught digraphs in words and blend the sounds together.	Phase 3 phonics - supersonic phonics	Phoneme, grapheme, digraph, blend, segment	Writing tasks based on texts read.
	Writing	Children will write words representing the sounds with a letter/letters.	<ul style="list-style-type: none"> Distinguish between a variety of speech sounds. Orally segment CVC and VC words. Spell words by identifying the sounds and then writing the sound with letter/s. 		
	Subitising	<p>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements.</p> <p>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.</p> <p>Experience patterns which show a small group and '1 more'.</p> <p>Continue to match arrangements to finger patterns.</p>	Mastering number programme		
	Composition	<p>Continue to explore the composition of 5. And practise recalling 'missing' or 'hidden' parts for 5.</p> <p>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	Mastering number programme		
	Cardinality, ordinality and counting	<p>Continue to develop verbal counting to 20 and beyond.</p> <p>Continue to develop object counting skills, using a range of strategies to develop accuracy.</p> <p>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.</p> <p>Order numbers, linking cardinal and ordinal representations of number.</p>	Mastering number programme		
	Comparison	<p>Continue to compare sets using the language of comparison, and play games which involve comparing sets.</p> <p>Continue to compare sets by matching, identifying when sets are equal.</p> <p>Explore ways of making unequal sets equal.</p>			
	Pattern	<p>Continuing an ABC pattern</p> <p>Continuing a pattern which ends mid unit</p>			
	Measures	Showing awareness of comparison in estimating and predicting.			
	Shape and Space	Identify similarities between shapes			

<p>Science (Understanding the World)</p> 		<p>Children will know some important processes and changes in the natural world, including states of matter.</p>	<ul style="list-style-type: none"> ▪ Talk about the differences between materials. ▪ Explore collections of materials – identify similarities and differences. ▪ Understand changes of matter.(Heat, fire, cold,) 	<p>Materials vocabulary Soft, hard, etc.. Heat Fire Cold freeze</p>	
<p>History (Understanding the World)</p> <p>Quality visits and visitors and a broad selection of books to understand diverse world.</p> <p>Enriching vocabulary.</p>	<p>Chronology</p>	<p>I can sequence family members and explain who they are and the key differences between what they can do.</p>	<ul style="list-style-type: none"> ▪ Sequence family members by size and name. ▪ Sequence by types. ▪ Sequence by what they can do. 	<p>Baby Toddler Teenager Elderly</p>	
	<p>Historical enquiry</p>	<p>Children will talk about the lives of people around them in more detail.</p>	<ul style="list-style-type: none"> ▪ Make connections between the features of their family and other families. ▪ I can say who I am and who I live with. I can talk about my pets. ▪ Begin to make sense of their own life and their family’s history ▪ Talk about members of their immediate family and community. Discuss similarities and differences. 	<p>Family Pet Mother Father Brother Sister Cousin Auntie Uncle Grandfather grandmother</p>	
	<p>Interpretation Skills</p>	<p>I know what was the same and what was different in the past.</p>	<ul style="list-style-type: none"> ▪ Compare and contrast characters and places in the past using stories. 		
<p>Geography (Understanding the World)</p>	<p>Geographical skills / enquiry</p>	<p>Children will know that people around the world have different religions. I can talk about my local environment (road, park, library).</p>	<ul style="list-style-type: none"> ▪ Develop positive attitudes about differences between people. ▪ Know that there are special places of worship. ▪ Identify features on a simple map. (trees, house, river, mountain). ▪ Can use maps to locate objects in ‘real life’. 	<p>Road Park Library Tree House River Mountain Hill Fence Gate City Village Town Skyscaper Towerblock</p>	<p>Dinosaur small world play</p>
<p>Art and Design (Expressive Arts and Design)</p> 	<p>Breadth of study Exploring and Developing Ideas and work</p>	<p>Children will safely explore different techniques for joining materials.</p>	<ul style="list-style-type: none"> ▪ Explore different materials freely, in order to develop ideas about how to use them and what to make. ▪ Add other materials to develop models (tissue paper, glue, ▪ Join different materials and explore different textures. ▪ Know how to secure boxes, toilet rolls, decorate bottles. 	<p>scrunch, twist fold bend roll</p>	

Quality and variety of what children see, hear and participate in.	Drawing	Children will draw simple things from memory/ things they observe.	<ul style="list-style-type: none"> Express ideas and feelings through making marks and sometimes give a meaning to the marks they make. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail such as representing a face with a circle including details. 	Draw Lines Shapes Circle Square Triangle	
	Painting	Children paint simple things from memory or observation.	<ul style="list-style-type: none"> Can hold a paintbrush/ other large tools in the palm of their hands. Can use thick brushes. Print with small blocks, small sponges, fruit, shapes and other resources. Can use thin brushes to add detail with a tripod grip. 	Paint Thin Thick Paintbrush Sponge Paper Colour names	
	3D Form	Children will explore form using construction materials.	See below.		
Design and Technology (Expressive Arts and Design)	Developing, planning and communicating ideas	I can select and name the tools needed to work the materials e.g. scissors for paper.	<ul style="list-style-type: none"> Use their imagination to consider what they can do with different materials. Make simple models which express their ideas. Make imaginative and complex small worlds with blocks and construction kits. 	Construction Build High Bricks Windows Tall Doors Arch	Constructing tents and camp fires from sticks.
	Working with tools, equipment, materials and components to make quality products	I have looked at simple buildings. I can use technical vocabulary when appropriate			
	Evaluating processes and ideas	Begin to talk about their designs as they develop and identify good and bad points.			
	Food and nutrition	Stir, spread, knead and shape a range of food and ingredients.	<ul style="list-style-type: none"> I can use a spoon pick up food and put it in my mouth. I can stab food using a fork. I can spoon cereal from a container to a dish with little spilling. I can hold a knife and fork correctly. I can use a knife to cut soft food like bananas and strawberries. I can hold a knife and fork correctly. I can use a knife to cut soft food like bananas and strawberries. 	Stir Knead Spread Cut Spoon Fork Knife	
Music (Expressive Arts and Design)	Explore and engage in music making. Plays a given instrument to a simple beat. Play in time to the music. Change	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Explores instruments and is beginning to name them. (Drum, tambourine, maraca). Use and name a wide variety of instruments. (chime bars, xylophone etc...) 	Drum Tambourine Maraca Chime bar Xylophone Triangle		