



EYFS Term 6 Medium Term Plan: Big Wide World

All subjects that will be taught this year have been carefully planned and centred around the 3 I's:

- * Intent
- * Implementation
- * Impact

Our curriculum aim is to ensure that a rich and varied curriculum is taught (INTENT) and the wholehearted engagement of pupils is encouraged (IMPLEMENTATION). Through fun, diverse learning opportunities, children will develop detailed knowledge and skills across the curriculum (IMPACT) helping them in their future learning.

Rationale: We want children to leave HK with sound knowledge, specialist skills and understanding so that they are ready to thrive in real life and have the required skills within their chosen subject area / unique talent to prosper in the wider world and in the future.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><i>Class Text: The Lion Inside by Rachel Bright and Jim Field</i></p> <p>Penguin on Holiday, Fatou - Fetch the Water, Water, Under the same Sky, All are Welcome, Commotion in the Ocean</p>						
English	<p>Daily whole class shared and modelled writing</p> <p>The Lion Inside Session 1: LO: To compare two characters.</p> <ul style="list-style-type: none"> • To listen and respond to a story • To use vocabulary to describe Lion in the story • To use vocabulary to describe Mouse in the story • To discuss similarities and differences between two characters <p>Session 2:</p>	<p>Daily whole class shared and modelled writing</p> <p>Penguin on Holiday LO: To write a postcard.</p> <p>Write a postcard from crab or penguin.</p> <p>Wish you were Here! LO: To explain my choices</p> <p>Show video. Use the pictures of different landmarks/locations. Chn to choose which one they have or would like to visit. Add photograph (brought in from home) or the picture and write a sentence what they liked</p>	<p>Daily whole class shared and modelled writing</p> <p>Fatou, Fetch the Water! LO: To retell a story. (Story S) Create an i-Movie</p>	<p>Daily whole class shared and modelled writing</p> <p>Under the Same Sky Animal Facts – Animals around the world</p> <p>Choose one animal to find out more facts about as a class – Write our facts in our books.</p> <p>Each group to choose a different animal. Have a picture of that animal in their books – draw their own picture next to it and write facts about it.</p> <p>Share our learning.</p>	<p>Daily whole class shared and modelled writing</p> <p>Commotion in the Ocean LO: To use word cards and animal comparing pictures to retell the story.</p> <p>LO: To create non-fiction books about marine animals.</p> <p>BBC iPlayer's Andy's Aquatic Adventures</p>	<p>Daily whole class shared and modelled writing</p> <p>Water Stories LO: To create a list poem. Use the book 'Water' by Frank Asch for inspiration. Choose water pictures and write sentences to describe water – Water is a flood, Water is tears when I am sad. Water is life. Water is a cold drink.</p> <p>Ice Lolly Recipes LO: To write a recipe for an ice lolly.</p>

	<p>LO: To use appropriate vocabulary to describe a character.</p> <ul style="list-style-type: none"> To read words that describe a character To understand and use new vocabulary To discuss word choices and give reasons for choices. <p>Session 3: LO: To write a character description.</p> <ul style="list-style-type: none"> To orally rehearse sentences for writing using talking prompts To write sentences using a range of adjectives To edit a simple sentence 	<p>about it or why they would like to go there.</p>				<p>LO: To write instructions.</p>
<p>Phonics</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: long vowel sounds CVCC CCVC</p> <p>Tricky Words: Review all taught so far. Secure spelling.</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Tricky Words: Review all taught so far. Secure spelling.</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p> <p>Tricky Words: Review all taught so far. Secure spelling.</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Tricky Words: Review all taught so far. Secure spelling.</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: root word ending in: –er, –est longer words</p> <p>Tricky Words: Review all taught so far. Secure spelling.</p>	<p>Summer 2 Assessment and Consolidation</p>

<p>Maths</p>	<p>Find my pattern</p> <p>Number Doubling Sharing Grouping</p> <p>Text: The Doorbell Rang</p>	<p>Find my pattern</p> <p>Number Doubling Sharing Grouping</p>	<p>Find my pattern</p> <p>Number Even and Odd (number to 10)</p>	<p>On the Move</p> <p>Patterns and relationships</p> <p>Cuisenaire Rods – Comparing lengths</p> <p>Cuisenaire Rods – Staircase</p> <p>Bean bag game – Composition of number and number bonds</p> <p>Revision on Patterns</p>	<p>On the Move</p> <p>Spatial reasoning -Mapping</p> <p>Making maps Journey to school</p> <p>Obstacle course X marks the spot</p> <p>Designing mazes</p>	<p>Consolidation</p>
<p>UTW History</p>					<p>Transitioning to Year 1 – What have been enjoyed this year? How have we changed? What are we looking forward to?</p>	
<p>UTW Science</p>				<p>DT: Sculptures: Boats</p> <p>Lesson 1: Waterproof materials LO: To understand what waterproof means and to test whether materials are waterproof.</p> <p>Lesson 2: Floating and Sinking LO: To test and make predictions for which materials float or sink.</p> <p>Animals around the World LO: To identify common features of different animals</p>		<p>How are ice lollies made?</p>

<p>DT Art</p>	<p>Art: Painting and Mixed Media: Paint my World</p> <p>Lesson 1: Finger Painting</p> <p>LO: To explore paint through finger painting.</p> <p>To describe the texture and colours as they paint.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p> <p>Big Ideas (Aspects) Materials (Paint)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p> <p>Lesson 2: Outdoor Painting</p> <p>LO: To create natural paintbrushes using found objects.</p> <p>To use natural paint brushes and mud paint to create artwork.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p> <p>Big Ideas (Aspects) Materials (Paint)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p> <p>Nature (Natural Form)</p>	<p>Art: Painting and Mixed Media: Paint my World</p> <p>Lesson 3: Painting to Music</p> <p>LO: To respond to music through the medium of paint.</p> <p>To use paint to express ideas and feelings.</p> <p>Big Ideas (Aspects) Materials (Paint)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p> <p>Lesson 4: Collage and transient art</p> <p>LO: To make child-led collages using mixed media.</p> <p>To use loose parts to create a piece of transient art.</p> <p>Big Ideas (Aspects) Materials (Fabric & Paper)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p>	<p>Art: Painting and Mixed Media: Paint my World</p> <p>Lesson 5: To create landscape collages inspired by the work of Megan Coyle.</p> <p>Big Ideas (Aspects) Significance (Significant people, artwork and movements)</p> <p>Materials (Pencil, ink, charcoal and pen)</p> <p>Materials (Fabric & Paper)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Creation)</p> <p>Place (Landscapes)</p> <p>Lesson 6: Group Art</p> <p>LO: To create a large piece of group artwork based around fireworks.</p> <p>To experiment with colour, design and painting techniques.</p> <p>Big Ideas (Aspects) Materials (Paint)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p>	<p>DT: Sculptures: Boats</p> <p>Lesson 1: Waterproof materials</p> <p>LO: To understand what waterproof means and to test whether materials are waterproof.</p> <p>Big Ideas (Aspects) Comparison (Compare & Contrast)</p> <p>Lesson 2: Floating and Sinking</p> <p>LO: To test and make predictions for which materials float or sink. (Link to Science and Maths – Who Sank the Boat – Mr Archimedes Bath)</p> <p>Big Ideas (Aspects) Investigation (Investigation)</p> <p>Investigation (Evaluate)</p> <p>Comparison (Compare & Contrast)</p>	<p>Art: Painting and Mixed Media: Paint my World</p> <p>DT: Sculptures: Boats</p> <p>Lesson 3: Boats</p> <p>LO: To learn about the different features and structures of boats and ships.</p> <p>Big Ideas (Aspects) Significance (Significant People)</p> <p>Comparison (Compare & Contrast)</p> <p>Lesson 4: Investigating Boats</p> <p>LO: To investigate how the shape and structure of boats affects the way they move.</p> <p>Big Ideas (Aspects)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluate)</p> <p>Comparison (Compare & Contrast)</p>	<p>Art: Painting and Mixed Media: Paint my World</p> <p>DT: Sculptures: Boat</p> <p>Lesson 5: Designing Boats</p> <p>LO: To design a boat.</p> <p>Big Ideas (Aspects) Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p> <p>Materials (Materials for Purpose)</p> <p>Investigation (Investigation)</p> <p>Lesson 6: Creating and testing.</p> <p>LO: To create a boat based upon their own design.</p> <p>Big Ideas (Aspects)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p> <p>Materials (Materials for Purpose)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluate)</p>
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<p>UTW</p> <p>Geog.</p>	<p>Where do Lions live? LO: To locate on a world map/atlas where lions live.</p> <p>Animals around the World LO: To identify common features of different animals. Have two hoops: labelled 'Cold Climate' and 'Hot Climate'.</p>	<p>Remembering our Experiences: Use Google Maps to locate places we have been in the world.</p> <p>Locate them on the World Map (postcards from our holidays).</p> <p>Train, Planes and Automobiles Create road maps for small world/cars using large pieces of paper and felt pens - language to be used zebra crossing, traffic lights, roundabout etc.</p> <p>Chalk maps on the playground.</p>	<p>Locate Gambia on the World Map – Use Google Earth to zoom into Gambia</p>			
<p>PE</p>	<p>Dance: Ourselves</p> <p>In the Morning LO: To move in sequence.</p> <p>Country Dancing</p>	<p>Dance: Ourselves</p> <p>Travelling to School LO: To respond in movement to words and music.</p> <p>Let's Travel Games from around the world – Use Acka Backa Boo book for ideas.</p>	<p>Dance: Ourselves</p> <p>LO: Moving with props and contrasting tempos.</p> <p>Country Dancing</p>	<p>Dance: Dinosaurs</p> <p>Exploring movements as 'big' dinosaurs: Moving with control</p> <p>LO: To explore different movements using different parts of the body.</p> <p>Let's Travel Games from around the world – Use Acka Backa Boo book for ideas.</p>	<p>Dance: Dinosaurs</p> <p>Exploring movements as 'small' dinosaurs: Adding movements together.</p> <p>LO: To explore different movements using different parts of the body.</p> <p>Country Dancing</p>	<p>Dance: Dinosaurs</p> <p>Predators v Prey: Staying in character (4)</p> <p>LO: To add emotion to their movements as they move in character.</p> <p>Let's Travel Games from around the world – Use Acka Backa Boo book for ideas.</p>

PSHE	<p>Changing Me</p> <p>Lesson 1: My body. LO: To name parts of the body.</p> <p>Big Ideas (Aspects)</p>	<p>Changing Me</p> <p>Lesson 2: Respecting my body. LO: To tell you some things I can do and foods I can eat to be healthy.</p> <p>Big Ideas (Aspects) Humankind (Healthy Lifestyles)</p>	<p>Changing Me</p> <p>Lesson 3: Growing up. LO: To understand that we all grow from babies to adults.</p> <p>Big Ideas (Aspects) Change (Physical Development) Change (Life changes)</p>	<p>Changing Me</p> <p>Lesson 4: Fun and Fears – Part 1. LO: To express how I feel about moving to Year 1.</p> <p>Big Ideas (Aspects) Change (Life changes) Humankind (Setting goals) Creativity (Vocabulary)</p>	<p>Changing Me</p> <p>Lesson 5: Fun and Fears – Part 2. LO: To talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>Big Ideas (Aspects) Change (Life changes) Humankind (Setting goals) Creativity (Vocabulary)</p>	<p>Changing Me</p> <p>Lesson 6: Celebration. LO: To share my memories of the best bits of this year in Reception.</p> <p>Big Ideas (Aspects) Change (Life changes) Creativity (Vocabulary)</p>
Comp.	<p>Privacy and Security</p> <p>Lesson 1: Interactive Video lesson.</p> <p>LO: To identify some simple examples of personal information (e.g. name, address, birthday, age, location).</p> <p>To describe who would be trustworthy to share personal information with.</p>	<p>Privacy and Security</p> <p>Lesson 2: What is personal information?</p> <p>LO: To identify some simple examples of personal information (e.g. name, address, birthday, age, location).</p> <p>To describe who would be trustworthy to share personal information with.</p>	<p>Privacy and Security</p> <p>Lesson 3: Who can you share your personal information with and why?</p> <p>LO: To identify some simple examples of personal information (e.g. name, address, birthday, age, location).</p> <p>To describe who would be trustworthy to share personal information with.</p> <p>Create an i-movie</p>	<p>Privacy and Security</p> <p>Lesson 4: My personal information.</p> <p>Who can you trust with your personal information?</p> <p>LO: To identify some simple examples of personal information (e.g. name, address, birthday, age, location).</p> <p>To describe who would be trustworthy to share personal information with.</p>	<p>Copyright and Ownership</p> <p>Lesson 1: How do I know it belongs to me?</p> <p>LO: To know what belongs to me.</p> <p>To name work so that others know who it belongs to.</p>	<p>Copyright and Ownership</p> <p>Lesson 2: Taking work that belongs to someone else.</p> <p>LO: To know what belongs to me.</p> <p>To name work so that others know who it belongs to.</p>
RE	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p>	

	<p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals.</p> <p>Lesson 1: Sikh stories. LO: What do Sikh people learn from the example of Guru Nanak?</p>	<p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals</p> <p>Lesson 2: Hindu stories. LO: Where do some Hindu families worship God?</p>	<p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals</p> <p>Lesson 3: Hindu stories (Rama and Sita)</p> <p>LO: What does the story of Rama and Sita teach Hindu children?</p>	<p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals</p> <p>Lesson 4: Hindu Stories. LO: Why is the story of the pearls and the crow told at Divali?</p>	<p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals</p> <p>Lesson 5: Assessment</p> <p>LO: What are the similarities and differences between people's special stories?</p>	
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