



Medium Term Plan EYFS – Term 3 – Starry Skies/Winter Wonderland

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
Class Text: Be Brave Little Penguin by Giles Andreae and Guy Parker Rees						
English	Daily whole class shared and modelled writing	Daily whole class shared and modelled writing	Daily whole class shared and modelled writing	Daily whole class shared and modelled writing	Daily whole class shared and modelled writing	Daily whole class shared and modelled writing
	Be Brave Little Penguin Writing captions Thought bubbles Session 1: LO: To make predictions about a story. <ul style="list-style-type: none"> To read simple sentences To use picture clues to make a prediction To begin to use key vocabulary in discussion work 	Be Brave Little Penguin Writing linked to personal experiences Session 4: LO: To understand a character's viewpoint. <ul style="list-style-type: none"> To work in role as a character To use gestures and actions in their drama work To talk in role as a character 	Be Brave Little Penguin Story mapping and sequencing Story writing Session 7 LO: To talk about a character's feelings. <ul style="list-style-type: none"> To use picture clues to support an inference about a character's feeling To express a viewpoint and justify choices To apply phonic skills to read words 	Whatever Next! Label and Captions Lesson 1: To sequence a story. <ul style="list-style-type: none"> To use picture clues to make a prediction To apply phonic skills to read words Lesson 2: To pack a suitcase for a journey to the moon.	How to Catch a Star! Short sentences. Lesson 1: LO: To design a Star Catcher. Lesson 2: LO: To pack a healthy lunch for a space journey. <ul style="list-style-type: none"> To apply phonic skills to segment words 	The First Moon Landing Short sentences. Lesson: To find out about the first moon landing. Peace at Last Lesson: To retell a story. <ul style="list-style-type: none"> To use picture clues to make a prediction To be able to retell a story in sequence To apply phonic skills to segment words



Medium Term Plan EYFS – Term 3 – Starry Skies/Winter Wonderland

	<p>Session 2: LO: To understand a character's viewpoint.</p> <ul style="list-style-type: none"> To listen to the beginning of a story and answer questions To use illustrations to compare characters To work in role as characters To write sentences expressed as a thought bubble. <p>Session 3: LO: To talk about a personal experience.</p> <ul style="list-style-type: none"> To use picture clues to discuss how a character might be feeling To talk about their feelings using To draw and label pictures 	<p>Session 5: LO: To write about something that scares you.</p> <ul style="list-style-type: none"> To orally rehearse sentences for writing To write sentences with the support of talking prompts To edit a simple sentence <p>Session 6: LO: To retell a story.</p> <ul style="list-style-type: none"> To know that a story has a beginning, middle and end To be able to retell a story in sequence To use story words to support their retelling To use actions and gestures to support the retelling of a story 	<p>Session 8: LO: To sequence the events in a story.</p> <ul style="list-style-type: none"> To use a story telling hand to order the events in a story To be able to describe what happens at the beginning. <p>Session 9: LO: To plan a new story.</p> <ul style="list-style-type: none"> To use a story telling hand to plan a new story To change parts of a story To tell their stories to a talk partner <p>Session 10: LO: To write a new story.</p> <ul style="list-style-type: none"> To use their story telling hands to re-tell a story To use their story telling hands to write a story with a beginning, middle and end To use some language features of a story To edit a simple sentence 			
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Medium Term Plan EYFS – Term 3 – Starry Skies/Winter Wonderland

Phonics	Little Wandle Letters and Sounds Revised – Phase 3 GPCs: ai ee igh oa Tricky Words: -	Little Wandle Letters and Sounds Revised – Phase 3 GPCs: oo oo ar or Tricky Words: was you they	Little Wandle Letters and Sounds Revised – Phase 3 GPCs: ur ow oi ear Tricky Words: my by all	Little Wandle Letters and Sounds Revised – Phase 3 GPCs: air er words with double letters: dd mm tt bb rr gg pp ff Tricky Words: are sure pure	Little Wandle Letters and Sounds Revised – Phase 3 GPCs: Longer words Tricky Words: -	Spring 1 Assessment and Consolidation
Maths	Alive in Five Number Introducing zero Comparing numbers to 5 Composition of 4 & 5 One Less Zero Composition of 5 Composition of 5 Comparing numbers to 5. Equal and unequal groups	Alive in Five Number Composition of 5 (2 groups) Composition of 5 (3 groups) How many altogether?	Alive in Five Measure, Shape and Spatial Thinking Balance scales – comparing mass – heavier and lighter Full and empty Measuring capacity Measuring capacity – how may fit inside Measuring ingredients	Growing 6, 7, 8 Number Children count on and back to 6. Count and subitise sets of up to 6 objects to find out how many and make their own collections. Representing, comparing, matching and composition of number. Making pairs/doubles Representing, comparing, matching and composition of number. Text: ‘Six Dinners Sid’ www.bbc.co.uk/iplayer/episode/b08pgksd/numberblocks-series-2-six	Growing 6,7,8 Number Children count on and back to 7. Count and subitise sets of up to 7 objects to find out how many and make their own collections. Combining 2 groups One more one less ‘Digging Deeper’: Possibilities – adding more BBC iPlayer - Numberblocks - Series 2: Seven	Growing 6,7,8 Measure Children count on and back to 8. Count and subitise sets of up to 8 objects to find out how many and make their own collections. Combining 2 groups Making pairs/doubles One more one less ‘Digging Deeper’: Possibilities – adding more BBC iPlayer - Numberblocks - Series 2: Eight Geometry and Spatial Thinking Text: ‘Jasper’s Beanstalk’ Sequence events -days of the Week Compare height




Medium Term Plan EYFS – Term 3 – Starry Skies/Winter Wonderland

UTW Past and Present History						The First Moon Landing Significant people: Neil Armstrong, Buzz Aldrin. Astronaut Facts: Sally Ride (first female in space) Mae Jemison, Tim Peake
UTW Science	Why is it dark? Dark Tent, cardboard boxes, blankets, building blocks etc. Torches, reflective materials. Knowledge: Dark is the absence of light. It is dark at night because that part of the earth is facing away from the sun DM3-4:UTW2 ELG-UTW:NW3 Big Ideas (Aspect): Change (Living Things) Materials (Identification and Classification) Comparison (Physical things)	Moonlight Shadows LO: To explore shadows – dark tent, torches, toy animals, paper, pencils – tracing shadows/faces – who is who? DM3-4:UTW2 ELG-UTW:NW3 Big Ideas (Aspect): Change (Living Things) Processes (Phenomena) Humankind (Human body) Comparison (Phenomena) Investigation (Questioning)	Seasonal Changes – Winter Lesson: Winter Walk LO: How has our local environment changed? ELG-UTW:NW3 ELG-UTW:NW1 ELG-UTW:PPC1: DM:R:UTW:21 DM:R:UTW19 DM:R:UTW18: Big Ideas (Aspect): Investigation (Questioning) Creativity (Report & conclude) Processes (Pattern Seeking, Changes) Change (Living Things) Place (Habitats)	Night and Day LO: To recognise differences between night and day. (Compare and sort pictures of night and day). ELG-UTW:NW3 ELG-UTW:PPC1: Big Ideas (Aspect): Investigation (Questioning) Creativity (Report & conclude) Processes (Pattern Seeking, Earth) Change (Living Things)	Nocturnal Animals LO: To identify nocturnal and diurnal animals. Sorting pictures of animals that are nocturnal and diurnal into hoops (pictures for books and learning journals) CP: Hide pictures of nocturnal animals around the classroom. Chn to have torches and nocturnal animal spotter sheet. Knowledge: Nocturnal animals are awake during the night and asleep during the day. Diurnal are awake in the day and sleep at night ELG-UTW:NW1 Big Ideas (Aspect): Nature (Parts & function)	Ice Balloons LO: What effect does pouring salt have on the ice? Wrap the ice up in different materials eg: bubble wrap, foil? Water Tray – frozen stars, plastic stars, glitter, nets – catch a star: Do the ice stars float or sink? Why are the stars getting smaller? Will they melt quicker indoors or outdoors? ELG-UTW:NW3 DM3-4:UTW7 DM3-4:UTW2 Big Ideas (Aspect):



Medium Term Plan EYFS – Term 3 – Starry Skies/Winter Wonderland

	Investigation (Questioning, Observation)				Creativity (Gather & record data) LO: To order the planets in the solar system. DM: R:UTW20 Big Ideas (Aspect): Processes (Phenomena) Comparison (Physical things)	Change (Living things) Processes (Forces) Investigation (Questioning, Investigation, Observation) Creativity (Report & conclude)
DT Art	Structures: Junk Modelling Lesson 1: Exploring junk modelling. LO: To explore and investigate the tools and materials in the junk modelling area. DM: R:EAD20 ELG: EAD:CWM1 Big Ideas (Aspect): Materials (Materials for purpose) Humankind (Everyday products) Creativity (Generation of ideas)	Structures: Junk Modelling Lesson 3: Choosing resources. LO: To learn how to plan and select the correct resources needed to make a model. ELG: EAD:CWM1 DM: R:EAD22 Big Ideas (Aspect): Materials (Materials for purpose) Humankind (Everyday products) Creativity (Generation of ideas)	Structures: Junk Modelling Lesson 5: Evaluation and presentation. LO: To share a finished model and talk about the processes in its creation. Big Ideas (Aspect): Materials (Materials for purpose) Humankind (Everyday products) Creativity (Generation of ideas) Creativity (Structures) Creativity (Use of ICT)	Art: Star Constellations	Ice painting/Sculptures – Andy Goldsworthy Big Ideas (Aspects). Significance (Significant people, artwork and movements) Creativity (Creation) 	Chinese New Year Crafts



Medium Term Plan EYFS – Term 3 – Starry Skies/Winter Wonderland

	<p>Creativity (Structures)</p> <p>Investigation (Investigation)</p> <p>Lesson 2: Cutting and scissor skills.</p> <p>LO: To develop scissor skills.</p> <p>To investigate cutting different materials.</p> <p>ELG-EAD:CWM1</p> <p>Big Ideas (Aspect): Materials (Materials for purpose)</p> <p>Humankind (Everyday products)</p> <p>Creativity (Generation of ideas)</p> <p>Investigation (Investigation)</p>	<p>Creativity (Structures)</p> <p>Investigation (Investigation)</p> <p>Lesson 4: Making models</p> <p>LO: To verbally plan and create a junk model.</p> <p>DM:R:EAD20</p> <p>DM:R:EAD21</p> <p>DM:R:EAD22</p> <p>ELG-EAD:CWM1</p> <p>Big Ideas (Aspect): Materials (Materials for purpose)</p> <p>Humankind (Everyday products)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluate)</p>	<p>Investigation (Investigation)</p> <p>Investigation (Evaluate)</p> <p>Comparison (Compare & Contrast)</p> <p>DM:R:EAD20</p> <p>DM:R:EAD21</p> <p>DM:R:EAD22</p> <p>ELG-EAD:CWM1</p> <p>ELG-EAD:CWM2</p> <p>Lesson 6:</p> <p>LO: To explore different ways to temporarily join materials together.</p> <p>DM:R:EAD21</p> <p>ELG-EAD:CWM1</p> <p>Big Ideas (Aspect): Materials (Materials for purpose)</p> <p>Investigation (Investigation)</p> <p>Humankind (Everyday products)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p>			
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Medium Term Plan EYFS – Term 3 – Starry Skies/Winter Wonderland

			Comparison (Compare & Contrast)			
Music	<p>Music and Movement</p> <p>Lesson 1: Action Songs. LO: To understand why songs have actions.</p> <p>To learn some simple Makaton signs to accompany a song. Big Ideas (Aspect): Creativity (Singing, Performing)</p>	<p>Music and Movement</p> <p>Lesson 2: Finding the Beat. LO: To explore beat through body movement.</p> <p>To express feelings and emotions through movement to music. Big Ideas (Aspect): Creativity (Pulse and rhythm) Investigation (Listening)</p>	<p>Music and Movement</p> <p>Lesson 3: Exploring tempo. LO: To explore beat through body move.</p> <p>To express feelings and emotions through movement to music. Big Ideas (Aspect): Creativity (Singing, Performing) Investigation (Music appreciation)</p>	<p>Music and Movement</p> <p>Lesson 4: Exploring tempo and pith through dance. LO: To explore pitch and tempo through scarf dancing and body movement.</p> <p>To express feelings and emotions through movement to music. Big Ideas (Aspect): Investigation (Listening)</p>	<p>Music and Movement</p> <p>Lesson 5: Music and movement performance. LO: To perform action songs to a small audience. Big Ideas (Aspect): Creativity (Performing)</p>	
<p>UTW</p> <p>Geog.</p>	<p>Lesson: Where do penguins live?</p> <p>Where is it always cold in the world? LO: To find Antarctica on a Globe/Map.</p> <p>Locate Antarctica and Arctic on world map – what animals do we know that live there? Vocab: Arctic, Antarctic, mountain and camouflage. What special features do they have?</p>		<p>Seasonal Changes – Winter Lesson: Winter Walk LO: How has our local environment changed?</p>			<p>LO: Locate China on the map/globe - Chinese New Year.</p>



PE	<p>Gymnastics – Moving</p> <p>Explore making shapes on different body parts (1)</p> <p>LO: To introduce 'champion gymnastics' by moving and making shapes using different body parts.</p> <p>DM:R:PD13</p> <p>DM:R:PD14</p> <p>DM:R:PD15</p> <p>DM:R:PD18</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics – Moving</p> <p>Explore big and small ways of moving and making shapes (3)</p> <p>LO: To apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus.</p> <p>DM:R:PD18</p> <p>DM:R:PD19</p> <p>DM:R:PD20</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics – Moving</p> <p>Moving in pairs (4)</p> <p>LO: To apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.</p> <p>DM:R:PD18</p> <p>DM:R:PD19</p> <p>DM:R:PD20</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics – High, Low, Over, Under</p> <p>Introduction to high (1)</p> <p>LO: To introduce, 'champion gymnastics' by moving in a high-way and explore making high shapes.</p> <p>DM:R:PD13</p> <p>DM:R:PD14</p> <p>DM:R:PD15</p> <p>DM:R:PD18</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics – High, Low, Over, Under</p> <p>Introduction to low</p> <p>LO: To introduce, 'champion gymnastics' by moving in a low-way and explore making low shapes.</p> <p>DM:R:PD13</p> <p>DM:R:PD14</p> <p>DM:R:PD15</p> <p>DM:R:PD18</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics – High, Low, Over, Under</p> <p>Introduction to the apparatus</p> <p>LO: To apply, 'champion gymnastics' while exploring how to move safely using apparatus.</p> <p>DM:R:PD18</p> <p>DM:R:PD19</p> <p>DM:R:PD20</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>
PSHE	<p>Dreams and Goals</p> <p>Lesson 1: Challenges.</p> <p>LO: To understand that if I persevere I can tackle challenges.</p> <p>Big Ideas (Aspects). Humankind (Setting Goals)</p>	<p>Dreams and Goals</p> <p>Lesson 2: Never Giving Up.</p> <p>LO: To talk about a time I didn't give up until I achieved my goal.</p> <p>Big Ideas (Aspects). Humankind (Setting Goals)</p>	<p>Dreams and Goals</p> <p>Lesson 3: Setting a Goal.</p> <p>LO: To set a goal and work towards it.</p> <p>Big Ideas (Aspects). Humankind (Setting Goals)</p>	<p>Dreams and Goals</p> <p>Lesson 4: Obstacles and support.</p> <p>LO: To use kind words to encourage people.</p> <p>Big Ideas (Aspects). Humankind (Setting Goals)</p>	<p>Dreams and Goals</p> <p>Lesson 5: Flight or Fight.</p> <p>LO: To understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>Big Ideas (Aspects). Humankind (Setting Goals) Place (Diversity)</p>	<p>Dreams and Goals</p> <p>Lesson 6: Footprint awards.</p> <p>LO: To say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Big Ideas (Aspects). Humankind (Setting Goals)</p>
Comp.	Online Bullying	Online Bullying	Online Bullying	Online Bullying	Online Bullying	Online Bullying



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	Lesson 1: Interactive Video lesson. LO: To describe ways that people can be unkind online. To offer examples of how this can make others feel.	Lesson 2: How can people be unkind online? LO: To describe ways that people can be unkind online. To offer examples of how this can make others feel.	Lesson 3: Being unkind online and in real life. LO: To describe ways that people can be unkind online. To offer examples of how this can make others feel.	Lesson 4: How does it make someone feel? LO: To describe ways that people can be unkind online. To offer examples of how this can make others feel.	Lesson 5: Who can we tell if someone is being unkind to us online? LO: To describe ways that people can be unkind online. To offer examples of how this can make others feel.	Lesson 6: Who is bullying who? LO: To describe ways that people can be unkind online. To offer examples of how this can make others feel.
RE	BELIEVING Which stories are special and why? New Testament Stories Lesson 1: LO: Who is Jesus?	BELIEVING Which stories are special and why? New Testament Stories Lesson 2: What message did Jesus bring? The Miraculous Catch of Fish.	BELIEVING Which stories are special and why? New Testament Stories Lesson 3: What message did Jesus bring? (Zaccheus the Tax Collector)	BELIEVING Which stories are special and why? New Testament Stories LO: What message did Jesus bring? Parable of the lost sheep	BELIEVING Which stories are special and why? New Testament Stories LO: What message did Jesus bring? Jesus calms the storm	BELIEVING Which stories are special and why? New Testament Stories Assessment: What was special about Jesus? What message did Jesus bring?