



Medium Term Plan EYFS – Term 4 – Ready, Steady, Grow

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: Mr Wolf's Pancakes by Jan Fearnley Oliver's Vegetables, Oliver's Fruit Salad, The Enormous Turnip, Handa's Surprise						
English	Daily whole class shared and modelled writing Mr Wolf's Pancakes Instructions Session 1: LO: To use a set of pictorial instructions to make pancakes. <ul style="list-style-type: none"> To know the purpose of instructions To begin to recognise some of the features of instructions To understand that instructions must be followed in the correct order 	Daily whole class shared and modelled writing Mr Wolf's Pancakes Predictions Session 4: LO: To activate prior knowledge about wolves. <ul style="list-style-type: none"> To know that storybook wolves are often portrayed as bad characters To use a range of adjectives to describe a wolf To ask questions To use picture clues To share and talk about ideas 	Daily whole class shared and modelled writing Mr Wolf's Pancakes Speech bubbles A new ending for the story Session 7: To understand key characters. <ul style="list-style-type: none"> To understand a character's viewpoint To work in role as a character from the story To begin to understand how the choice of words 	Daily whole class shared and modelled writing Oliver's Vegetables LO: To retell the story; Days of the Week – What did Oliver eat each day? LO: Recipe for Fruit Salad (Oliver's Fruit Salad) – collect imperative verbs – chop, peel etc. Collect time words (adverbials for time)	Daily whole class shared and modelled writing Handa's Surprise LO: To retell a story (story mapping). <ul style="list-style-type: none"> To orally rehearse sentences for writing To match lower-case letters to a capital letter To write a simple sentence. Rainbow Rhymes LO: To identify rhyming words.	Daily whole class shared and modelled writing Godstone Farm Trip LO: To recount of our class trip to Godstone Farm. <ul style="list-style-type: none"> To orally rehearse sentences for writing To match lower-case letters to a capital letter To write a simple sentence.



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	<ul style="list-style-type: none"> To introduce and use key vocabulary. <p>Session 2: LO: To begin to know how instructions are organised.</p> <ul style="list-style-type: none"> To orally rehearse a sentence for writing To write simple sentences To use capital letters and full stops To apply phonic skills to support independent spelling. <p>Session 3: LO: To write a set of instructions.</p> <ul style="list-style-type: none"> To orally rehearse a sentence for writing To write simple sentences To use capital letters and full stops To apply phonic skills to support independent spelling 	<ul style="list-style-type: none"> To begin to know and use the vocabulary 'front cover', 'title' and 'author'. <p>Session 5: LO: To make a prediction.</p> <ul style="list-style-type: none"> To use pictures to support a prediction To share ideas and justify answers To become familiar with characters from traditional stories To use a range of language to describe Mr Wolf <p>Session 6: To explore the feelings of Mr Wolf.</p> <ul style="list-style-type: none"> To express a viewpoint and justify choices To apply phonic skills to read unfamiliar words To use and develop new vocabulary To use picture clues to make inferences about a character's feelings 	<p>Session 8: LO: To write sentences expressed as a speech bubble.</p> <ul style="list-style-type: none"> To orally rehearse sentences for writing To match lower-case letters to a capital letter To write a simple sentence. <p>Session 9: LO: To write a new ending for the story.</p> <ul style="list-style-type: none"> To imagine and tell a new ending to a story To orally rehearse sentences before writing To write simple sentences. 			
Phonics	Little Wandle Letters and Sounds Revised – Phase 3	Little Wandle Letters and Sounds Revised – Phase 3	Little Wandle Letters and Sounds Revised – Phase 3	Little Wandle Letters and Sounds Revised – Phase 3	Little Wandle Letters and Sounds Revised – Phase 3	Spring 2 Assessment and Consolidation



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	<p>GPCs: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Tricky Words: Review all taught so far Secure spelling</p>	<p>GPCs: review Phase 3: er air words with double letters longer words</p> <p>Tricky Words: Review all taught so far Secure spelling</p>	<p>GPCs: words with two or more digraphs</p> <p>Tricky Words: Review all taught so far Secure spelling</p>	<p>GPCs: longer words words ending in –ing compound words</p> <p>Tricky Words: Review all taught so far Secure spelling</p>	<p>GPCs: longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p>Tricky Words: Review all taught so far Secure spelling</p>	
Maths	<p>Building 9 and 10 Number Comparing numbers to 10</p> <p>Representing 9 and 10 Sorting 9 and 10 in different ways</p> <p>Order numbers to 10</p> <p>Composition of 9 and 10 BBC iPlayer - Numberblocks - Series 2: Nine BBC iPlayer - Numberblocks - Series 2: The Three Threes</p> <p>BBC iPlayer Numberblocks- Series 3: The Wrong Number</p>	<p>Building 9 and 10 Number Composition of 10 – represent 10 in different ways</p> <p>Recall number bonds to 10</p> <p>Compare quantities within 10</p> <p>Recognise when one quantity is greater than/less than another quantity</p> <p>Explore number patterns within 10 – odds, evens, doubles and how quantities can be distributed equally.</p> <p>Counting up to and back from 10</p>	<p>Building 9 and 10 Number Composition of 10 – represent 10 in different ways</p> <p>Recall number bonds to 10</p> <p>Compare quantities within 10</p> <p>Recognise when one quantity is greater than/less than another quantity</p> <p>Explore number patterns within 10 – odds, evens, doubles and how quantities can be distributed equally.</p> <p>Counting up to and back</p>	<p>Consolidation Number: Continue to practise bonds to 10 Measure, Shape and Spatial Thinking Building with 3-Shapes – sphere, cube, cuboid, cylinder, cone. Matching 3D Shapes Printing with 3D shapes Movement Patterns – body percussion</p>	<p>Consolidation Digging Deeper possibilities Composition of numbers Equal and unequal groups Combining 2 groups Read 'Pattern Fish' Patterns (AB, ABC, ABB, AAB, AABB, AABBC)</p>	<p>Consolidation Digging Deeper possibilities: Composition of numbers Equal and unequal groups Combining 2 groups</p>



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		<p>Subitise small groups within 10</p> <p>from 10</p> <p>Subitise small groups within 10</p> <p>Text: Ten Black Dots www.bbc.co.uk/iplayer/episode/b08phr1g/numberblocks-series-2-ten</p>			
<p>UTW History</p>		<p>St David's Day (1st March)</p> <p>LO: To understand the meaning of St David's Day</p> <p>Story of St David – legend or real?</p>		<p>St Patrick's Day (17th March)</p> <p>LO: To understand the meaning of St Patrick's Day.</p>	<p>Farms in the Past</p> <p>LO: To compare farms in the past with the farm they visited and discuss what is the same and what is different.</p>
<p>UTW Science</p>	<p>Jasper's Beanstalk</p> <p>LO: To know what plants need to grow. To label a bean.</p> <p>Bean experiment – 3 or 4 variables. Bean planting (plastic bag).</p> <p>ELG-UTW:NW1 DM:R:UTW18 DM3-4:UTW5</p>	<p>Spring Flowers</p> <p>LO: To label a Spring Flower – Daffodil – for St David's Day – add to our Spring display</p> <p>Explore real Daffodils – Cut and stick daffodil activity.</p> <p>ELG-UTW:NW1 DM:R:UTW18</p>	<p>It's Raining – Making clouds</p> <p>Fill clear cups with water and add a layer of shaving foam on top. Tell the children that they are going to experiment to observe how it rains.</p> <p>DM3-4:UTW2 DM:R:UTW18 ELG-UTW:NW3</p>	<p>Seasonal changes</p> <p>LO: To find signs of Spring. Rectangle piece of card with double sided tape – chn to find different colours.</p> <p>ELG-UTW:NW3 ELG-UTW:NW1 ELG-UTW:PPC1: DM:R:UTW:21 DM:R:UTW19 DM:R:UTW18:</p>	<p>Weather Forecasters</p> <p>Create a Weather Chart – which was the most common weather this week?</p> <p>How has the weather and our environment changed since winter/summer?</p> <p>ELG-UTW:NW3 ELG-UTW:NW1</p>
					<p>Animals and their Babies</p> <p>Sorting activity – look carefully at animal features match the parents to their babies.</p> <p>ELG-UTW:NW1 DM:R:UTW18</p> <p>Big Ideas (Aspect): Nature (Identification & classification)</p>



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	<p>DM3-4:UTW4</p> <p>Big Ideas (Aspect): Nature (Identification & classification, Parts & function)</p>	<p>Big Ideas (Aspect): Nature (Identification & classification, Parts & function)</p>	<p>Big Ideas (Aspect): Processes (Phenomena, Pattern Seeking) Change (Living things)</p>	<p>Big Ideas (Aspect): Investigation (Questioning) Creativity (Report & conclude) Processes (Pattern Seeking, Changes) Change (Living Things) Place (Habitats)</p>	<p>ELG-UTW:PPC1: DM:R:UTW:21 DM:R:UTW19 DM:R:UTW18:</p> <p>Big Ideas (Aspect): Investigation (Questioning) Creativity (Report & conclude) Processes (Pattern Seeking, Changes) Change (Living Things) Place (Habitats)</p>	
DT Art	<p>DT: Cooking and Nutrition Lesson: Cooking pancakes Nature (Food preparation and cooking) Nature (Nutrition) Humankind (Staying Safe)</p> <p>Art: Marvellous Marks: Lesson: Observational pencil drawing (fruit/vegetables) LO: To explore mark making using pencils. To create a simple observational drawing.</p>	<p>DT: Cooking and Nutrition Lesson 1: Fantastic Fruits and Vegetables. LO: To explore fruits and vegetables and the differences between them.</p> <p>To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>DM:R:PSED22 ELG-PSE:MS3 DM:R:UTW18 ELG-UTW:NW1</p> <p>Big Ideas (Aspects)</p>	<p>DT: Cooking and Nutrition Lesson 2: Pumpkin Soup LO: To listen to and recall elements from the story 'The Best Pumpkin Soup.'</p> <p>To explore a pumpkin and describe it using the five senses.</p> <p>DM:R:UTW18 ELG-UTW:NW1</p> <p>Big Ideas (Aspects)</p>	<p>Art: Guiseppe Arcimboldo Lesson: Fruit Portraits LO: To create a fruit portrait in the style or Guiseppe Arcimboldo.</p> <p>Big Ideas (Aspects) Significance (significant people, artwork and movements) Creativity (Creation)</p>	<p>Art: Textiles Lesson 1: Exploring threading and weaving. LO: To develop threading and weaving skills. (linked to Handa's Surprise)</p> <p>ELG-EAD:CWM1</p> <p>Art: Textiles Lesson 2: Paper weaving. LO: To practise and apply weaving skills to a specific material e.g. paper. (Linked to Handa's surprise/Easter)</p>	<p>DT: Seasonal Project Lesson: Hanging Easter Egg Threading LO: To design and create a hanging Easter egg decoration.</p> <p>DM:R:EAD20 ELG-EAD:CWM1</p> <p>Big Ideas (Aspects) Materials (Materials for purpose) Investigation (Investigation)</p>



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	<p>DM:R:EAD20</p> <p>ELG-EAD:CWM1</p> <p>Big Ideas (Aspects) Materials (Pencil, ink, charcoal and pen)</p> <p>Creativity (Generation of ideas)</p> <p>Nature (Natural Form)</p>	<p>Nature (Origin of food)</p> <p>Nature (Nutrition)</p> <p>DT: Cooking and Nutrition</p> <p>Lesson: Fruit Kebabs</p> <p>LO: To make a repeating pattern fruit kebab (links to Maths).</p> <p>Big Ideas (Aspects) Nature (Food preparation and cooking)</p> <p>Nature (Nutrition)</p>	<p>Nature (Food preparation and cooking)</p> <p>Nature (Nutrition)</p> <p>Investigation (Investigation)</p> <p>Lesson 3: Designing Soup</p> <p>LO: To design a Fruit and Vegetable Soup.</p> <p>Big Ideas (Aspects) Nature (Food preparation and cooking)</p> <p>Nature (Nutrition)</p> <p>Creativity (Generation of ideas)</p> <p>Lesson 4: Fine Motor Skills (playdough table – all week)</p> <p>LO: To practise cutting with a knife. To learn how to use a knife safely.</p> <p>Big Ideas (Aspects) Humankind (Staying Safe)</p> <p>Investigation (Investigation)</p>		<p>ELG-EAD:CWM1</p> <p>Big Ideas (Aspects) Materials (Fabric & Paper)</p>	
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			<p>Lesson 5: Making Soup. LO: To observe and help (where appropriate) with the use of tools To prepare ingredients. To describe the finished product and evaluate the process.</p> <p>Big Ideas (Aspects)</p> <p>Nature (Food preparation and cooking)</p> <p>Nature (Nutrition)</p> <p>Humankind (Staying Safe)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluate)</p> <p>Lesson 6: Designing soup packaging. LO: To design food packaging.</p> <p>Big Ideas (Aspects) Creativity (Generation of ideas) Significance (Significant people) – Link to Andy Warhol Campbell's Soup Cans</p>			
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Music	<p>Musical Stories</p> <p>Lesson 1: Moving to Music. LO: To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel. Big Ideas (Aspect): Investigation (Music appreciation)</p>	<p>Musical Stories</p> <p>Lesson 2: Using instruments to represent characters. LO: To listen to the classical piece and narrated story of “Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.</p> <p>To understand that music and instruments can be used to convey moods or represent characters.</p> <p>To talk about how a piece of music makes you feel. Big Ideas (Aspect): Investigation (Listening, Music appreciation)</p>	<p>Musical Stories</p> <p>Lesson 3: Storytelling with actions. LO: To use actions to retell a story to music.</p> <p>To sing and perform a group song.</p> <p>Big Ideas (Aspect): Creativity (Singing, Performance)</p>	<p>Musical Stories</p> <p>Lesson 4: Using instruments to represent actions. LO: To learn how instruments can represent a certain mood, character or action.</p> <p>To experiment with the sounds of different instruments.</p> <p>Big Ideas (Aspect): Creativity (Composition)</p>	<p>Musical Stories</p> <p>Lesson 5: Music Story composition. LO: To create a musical story based upon a familiar routine.</p> <p>To use instruments to represent moods or actions.</p> <p>To play an instrument as part of a group story. Big Ideas (Aspect): Creativity (Pulse and rhythm) Investigation (Listening)</p>	<p>Musical Stories</p> <p>Lesson 6: Musical Story performance. LO: To create a musical story based upon a familiar routine.</p> <p>To use movement to express moods or actions within a musical story.</p> <p>To play an instrument as part of a musical story and perform as a group.</p> <p>Big Ideas (Aspect): Creativity (Performance, Composition)</p>
<p>UTW</p> <p>Geog.</p>				<p>Seasonal changes</p> <p>LO: To find signs of Spring.</p> <p>Rectangle piece of card with double sided tape – chn to find different colours.</p>	<p>Handa’s Surprise</p> <p>LO: To locate where Handa lives on a map/globe.</p> <p>LO: To compare Africa to England. (eg: climate, clothing, housing, foods, animals)</p> <p>LO: To identify where fruits and vegetables come</p>	



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					<p>from – locate on a world map. Why might they not grow in the UK?</p> <p>LO: To Identify the United Kingdom on a world map or globe. (Weather Forecasters).</p>	
PE	<p>Attack v Defence: Games for Understanding Sharks and Fishes.</p> <p>LO: To understand why it is important to take turns when playing a game.</p> <p>DM:R:PD15</p> <p>Big Idea (Aspect): Processes (Team Games)</p>	<p>Attack v Defence: Games for Understanding Sharks and Fishes – against the clock.</p> <p>LO: To understand why we need to keep the score during a game.</p> <p>DM:R:PD15</p> <p>Big Idea (Aspect): Processes (Team Games)</p>	<p>Attack v Defence: Games for Understanding Sharks and Fishes: Coral Reef.</p> <p>LO: To understand why we need to follow the rules during a game.</p> <p>DM:R:PD15</p> <p>Big Idea (Aspect): Processes (Team Games)</p>	<p>Attack v Defence: Games for Understanding Sharks and Fishes: Cross the Ocean.</p> <p>Sharks and Fishes: The Great Escape</p> <p>LO: To explore different ways of avoiding a defender.</p> <p>To explore simple principles (evasive skills) to avoid being tagged.</p> <p>To understand what the consequences are if they are tagged in a game.</p> <p>DM:R:PD15</p> <p>Big Idea (Aspect): Processes (Team Games)</p>	<p>Attack v Defence: Games for Understanding Sharks & Fishes (2v1) Cross the Sea.</p> <p>Sharks & Fishes: Fishing time</p> <p>LO: To explore different ways of preventing an attacker (fish) from scoring a point.</p> <p>To prevent the attackers from scoring.</p> <p>To understand what the consequences are if they do not tag an attacker in a game.</p> <p>DM:R:PD15</p> <p>Big Idea (Aspect): Processes (Team Games)</p>	<p>Attack v Defence: Games for Understanding Sharks & Fishes (5v5)</p> <p>LO: To apply understanding of attacking and defending into a game.</p> <p>DM:R:PD15</p> <p>Big Idea (Aspect): Processes (Team Games)</p>
PSHE	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me



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	Lesson 1: Everybody's body. LO: To understand that I need to exercise to keep my body healthy. Big Ideas (Aspects) Humankind (Healthy Lifestyle)	Lesson 2: We like to move it, move it! LO: To understand how moving and resting are good for my body. Big Ideas (Aspects) Humankind (Healthy Lifestyle)	Lesson 3: Food, Glorious food! LO: To know which foods are healthy and not so healthy and can make healthy eating choices, Big Ideas (Aspects) Humankind (Healthy Lifestyle)	Lesson 4: Sweet dreams. LO: To know how to help myself go to sleep and understand why sleep is good for me. Big Ideas (Aspects) Humankind (Healthy Lifestyle)	Lesson 5: Keeping Clean. LO: To know to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Big Ideas (Aspects) Humankind (Healthy Lifestyle) Humankind (Personal Hygiene)	Lesson 6: Safe adults. LO: To know who my safe adults are and how to stay safe if they are not close by me. Big Ideas (Aspects) Significance (Relationships)
Comp.	Managing Online Information Lesson 1: Interactive Video lesson. LO: To talk about how to use the internet to find things out. To identify devices that could we used to access information on the internet.	Managing Online Information Lesson 2: What devices can be used to get on the internet? LO: To talk about how to use the internet to find things out. To identify devices that could we used to access information on the internet.	Managing Online Information Lesson 3: How can the internet ne used to find out information? LO: To talk about how to use the internet to find things out. To identify devices that could we used to access information on the internet.	Managing Online Information Lesson 4: Can I search for information? LO: To talk about how to use the internet to find things out. To identify devices that could we used to access information on the internet.	Managing Online Information Lesson 5: What devices can be used to access the internet? LO: To talk about how to use the internet to find things out. To identify devices that could we used to access information on the internet. Use Nelly and Nora interactive weather picture program on CBeebies.	Managing Online Information Lesson 6: Hot and Cold game. LO: To talk about how to use the internet to find things out. To identify devices that could we used to access information on the internet.
RE	SALVATION	SALVATION	SALVATION	SALVATION	SALVATION	SALVATION



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	Why do Christians put a cross in an Easter Garden?	Why do Christians put a cross in an Easter Garden?	Why do Christians put a cross in an Easter Garden?	Why do Christians put a cross in an Easter Garden?	Why do Christians put a cross in an Easter Garden?	Why do Christians put a cross in an Easter Garden?
	Lesson 1: LO: What shape is a special symbol for Christians	Lesson 2: Palm Sunday. LO: Why are Christians given palm crosses?	Lesson 3: Good Friday. LO: What happened to Jesus at Easter time?	Lesson 4: Good Friday. LO: What do Christians do on Good Friday?	Lesson 5: Easter Sunday. LO: How do Christians celebrate Easter Sunday?	Lesson 6: Jesus' name means, 'He saves' LO: What does the name Jesus mean?