




Medium Term Plan EYFS – Term 5 – Amazing Animals / Sunshine and Shadows

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: Bee & Me by Alison Jay						
The Very Hungry Caterpillar, Butterfly Bouquet, Are you a Snail? Mad about Minibeasts						
English	Daily whole class shared and modelled writing The Very Hungry Caterpillar LO: To create a food diary.	Daily whole class shared and modelled writing Bee & Me Session 1: LO: To write simple information about bees. <ul style="list-style-type: none"> • To introduce vocabulary and activate background knowledge • To understand that when we listen to music we can 'paint' pictures in our minds • To use talk to share ideas, information and opinions • To ask questions 	Daily whole class shared and modelled writing Bee & Me Session 3: LO: To sequence events in a story. <ul style="list-style-type: none"> • To use picture clues to support understanding • To work collaboratively with a partner • To sequence a set of pictures • To know the key events in the beginning of the story <i>Bee & Me</i> • To retell part of a story orally 	Daily whole class shared and modelled writing Non-narrative facts about bees • Predictions • Story captions • A recount of an imaginary journey • Questions • A story sequel • A poster • Sentence editing Bee & Me Session 6: LO: To work in role as a character <ul style="list-style-type: none"> • To use gestures and actions in drama work • To talk in role as a character • To make inferences about what a character 	Daily whole class shared and modelled writing Bee & Me Session 9: LO: To order the events in a story. <ul style="list-style-type: none"> • To use picture clues • To work collaboratively to order a set of pictures • To begin to be aware of the passage of time in a story. Session 10: LO: To write a caption for a picture. <ul style="list-style-type: none"> • To orally rehearse sentences for writing 	Daily whole class shared and modelled writing Ladybird Facts – Lady birds have spots.  African Snail Facts – Are you a snail? https://www.youtube.com/watch?v=H5PiUuAPv4 Sunny Day poems – Senses



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		<ul style="list-style-type: none"> To taste different kinds of honey and describe it (Beekeeper visit) <p>Session 2: LO: To compare illustrations and make a prediction.</p> <ul style="list-style-type: none"> To read pictures clues to support understanding of a text To compare illustrations To describe what they see To share ideas and opinions with others. 	<p>Session 4: LO: To write a caption for a picture.</p> <ul style="list-style-type: none"> To read aloud sentences, applying phonic knowledge to decode regular words and some common irregular words To match sentences to the correct picture To orally rehearse a sentence for writing To write simple sentences <p>Session 5: LO: To understand a character's viewpoint.</p> <ul style="list-style-type: none"> To use an emoji to capture how a character is feeling To work collaboratively with a partner To give reasons to support the choice of emoji To know that characters' feelings can change in the course of a story 	<p>might be saying, thinking and feeling.</p> <p>Session 7: LO: To explore the setting for a story.</p> <ul style="list-style-type: none"> To think and work imaginatively To record ideas for the setting of the bees' journey on a pictorial map To describe a journey. <p>Session 8: LO: To write a recount of an imaginary journey.</p> <ul style="list-style-type: none"> To orally compose and write sentences To use some language features of a recount To use phonics to support spelling To edit a simple sentence 	<ul style="list-style-type: none"> To write sentences with the support of talking prompts 	
Phonics	Little Wandle Letters and Sounds Revised – Phase 4	Little Wandle Letters and Sounds Revised – Phase 4	Little Wandle Letters and Sounds Revised – Phase 4	Little Wandle Letters and Sounds Revised – Phase 4	Little Wandle Letters and Sounds Revised – Phase 4	Summer 1 Assessment and Consolidation

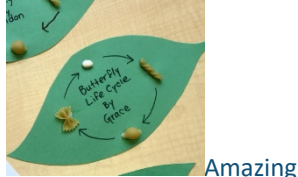


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	<p>GPCs: short vowels CVCC</p> <p>Tricky Words: said so have like</p>	<p>GPCs: short vowels CVCC CCVC</p> <p>Tricky Words: some come love do</p>	<p>GPCs: short vowels CCVCC CCCVC CCCVCC</p> <p>longer words</p> <p>Tricky Words: were here little says</p>	<p>GPCs: longer words compound words</p> <p>Tricky Words: there when what one</p>	<p>GPCs: root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>Tricky Words: out today</p>	
Maths	<p style="text-align: center;">To 20 and Beyond</p> <p>Number</p> <p>Continue to practise and consolidate number bonds to 10</p> <p>Subitising small quantities (dice and dominos)</p> <p>Regular counting on and back within 10.</p> <p>Number patterns to 20</p> <p>Matching Pictures to numerals</p> <p>Ten frame fill</p> <p>Estimating Ten frame subtraction</p>	<p style="text-align: center;">To 20 and Beyond</p> <p>Number</p> <p>Missing Numbers</p> <p>Ordering Numerals to 20</p> <p>Comparing tens frames – number to 20. W</p>	<p style="text-align: center;">To 20 and Beyond</p> <p>Number</p> <p>Continue to practise and consolidate number bonds.</p> <p>Counting backwards and forward to 20</p> <p>Spatial reasoning</p> <p>Find my match – shapes</p> <p>Find my match – Models</p> <p>Match and fill - shape pictures</p> <p>Replicate my shape</p> <p>Tangrams</p>	<p style="text-align: center;">First, Then, Now</p> <p>Number</p> <p>Number to 20 – counting to 20</p> <p>Counting On</p> <p>Adding More – First, then, now number stories</p> <p>Adding More – Missing number – First, Then?, Now</p> <p>Adding more – Missing number - First?, Then, Now</p> <p>Text: Mr Gumpy’s Outing</p>	<p style="text-align: center;">First, Then, Now</p> <p>Number</p> <p>Taking away – subtraction – First, then, now</p> <p>Taking away – subtraction – First, then?, now</p> <p>Text: Kipper’s Toy Box</p>	<p style="text-align: center;">First, Then, Now</p> <p>Number</p> <p>+ - ‘Digging Deeper’</p> <p>Numerals to 20.</p> <p>Spatial reasoning.</p> <p>Compose and decompose</p> <p>Read ‘Grandpa’s Quilt’</p> <p>Making new shapes – Triangles</p> <p>Making new shapes – Squares</p> <p>Making new shapes with Tangrams</p> <p>Pattern Blocks</p>
UTW History	<p>David Attenborough (History)</p> <p>https://www.youtube.com/watch?v=oAh-U0WBfI4</p> <p>Little People, Big Dreams</p> <p>https://www.youtube.com/watch?v=Rjc0a93XsYs</p> <p>David Attenborough History</p>	<p>St George’s Day (23rd April)</p> <p>LO: To understand the meaning of St George’s Day.</p>	<p>David Attenborough (History)</p> <p>https://www.youtube.com/watch?v=oAh-U0WBfI4</p> <p>Little People, Big Dreams</p> <p>https://www.youtube.com/watch?v=Rjc0a93XsYs</p> <p>David Attenborough History</p>	<p>David Attenborough (History)</p> <p>https://www.youtube.com/watch?v=oAh-U0WBfI4</p> <p>Little People, Big Dreams</p>	<p>David Attenborough (History)</p> <p>https://www.youtube.com/watch?v=oAh-U0WBfI4</p> <p>Little People, Big Dreams</p> <p>https://www.youtube.com/watch?v=Rjc0a93XsYs</p> <p>David Attenborough History</p>	



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				https://www.youtube.com/watch?v=Rjc0a93XsYs David Attenborough History		
UTW Science	Life Cycle of a Butterfly  Amazing Life Cycle of the Monarch Butterfly - YouTube The Butterfly Song for Children Egg Caterpillar Chrysalis Patty Shukla - YouTube DM3-4:UTW4	Outside Explorers – Seasonal changes LO: To identify flora and fauna. Walk around our school environment – Introduction to Forest School lesson – identify flora and fauna – gardens spotting sheet. How is honey made? - Beekeeper visit		LO: To label a bee - Provide a picture of a bee for the children to label. Encourage the children to refer to information books for support. Keep vocabulary age appropriate, e.g. wing, leg, sting, head, body, antenna.		Lo: To use my senses. Summer senses poem I can see I can smell I can hear I can feel I can taste
DT Art	Art: Creation Station: Sculpture and 3D Lesson 1: Clay LO: To explore clay and its properties. ELG-EAD:CWM1	Art: Creation Station: Sculpture and 3D Lesson 4: Designing animal sculptures (Bee Hotels) LO: To generate inspiration and conversation about sculpture art and artists.		Art: Creation Station Sculpture and 3D Lesson 6: Painting animal sculptures LO: To make a 3D clay sculpture using the designs created last lesson.		



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	<p>Big Ideas (Aspects) Materials (Malleable Materials)</p> <p>Creativity (Creation)</p> <p>Lesson 2: Playdough</p> <p>LO: To explore playdough and its properties.</p> <p>To use tools safely and with confidence.</p> <p>Big Ideas (Aspects) Materials (Malleable Materials)</p> <p>Creativity (Creation)</p>	<p>To create a design for a 3D animal sculpture.</p> <p>DM:R:EAD20 DM:R:EAD21 ELG-EAD:CWM1</p> <p>Big Ideas (Aspects) Significance (Significant people, artwork and movements)</p> <p>Materials (Pencil, ink, charcoal and pen)</p> <p>Creativity (Generation of ideas)</p> <p>Nature (Natural Form)</p> <p>Lesson 5: Creating animal sculptures. (mini beast)</p> <p>LO: To begin making a 3D clay sculpture using the designs created last lesson.</p> <p>Significance (Significant people, artwork and movements)</p> <p>Materials (Malleable Materials)</p>		<p>To share their creation, explaining the processes they have used.</p> <p>DM:R:EAD21 ELG-EAD:CWM1 ELG-EAD:CWM2</p> <p>Big Ideas (Aspects)</p> <p>Materials (Paint)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p> <p>Nature (Natural Form)</p>		
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		<p>Creativity (Creation)</p> <p>Nature (Natural Form)</p>				
<p>Music</p>	<p>Big Band</p> <p>Lesson 1: What makes an instrument? LO: To discuss what makes a musical instrument.</p> <p>To use recyclable materials to create a simple representation of a musical instrument. Big Ideas (Aspect): Creativity (Performance)</p>	<p>Big Band</p> <p>Lesson 2: Introduction to the Orchestra. LO: To learn what an orchestra is.</p> <p>To learn about the four different groups of musical instruments. Big Ideas (Aspect): Investigation (Music appreciation)</p>	<p>Big Band</p> <p>Lesson 3: Follow the Beat. LO: o copy and follow a beat.</p> <p>To follow a beat using an untuned instrument. Big Ideas (Aspect): Creativity (Composition)</p>	<p>Big Band</p> <p>Lesson 4: Tuned and untuned instruments.</p> <p>LO: To experiment with playing tuned and untuned instruments.</p> <p>To play in time to familiar songs Big Ideas (Aspect): Creativity (Performance, Composition)</p>	<p>Big Band</p> <p>Lesson 6: Big Band Performance.. LO: To choose appropriate instruments to represent different parts of a song.</p> <p>To perform a practised song to a small audience. Big Ideas (Aspect): Creativity (Performance, Composition)</p>	
<p>UTW</p> <p>Geog.</p>		<p>Outside Explorers – Seasonal changes LO: To identify flora and fauna.</p> <p>Walk around our school environment – Introduction to Forest School lesson – identify flora and fauna – gardens spotting sheet.</p>		<p>Local landmarks – Bee's journey</p> <p>What sights and landmarks do you think the bee would see if it travelled in your local area or environment? Provide Binoculars, clipboards and sketching materials – linked to class text</p>		



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<p>PE</p>	<p>Team Building Magic Hoops</p> <p>LO: To introduce teamwork.</p> <p>To include everyone when working as a team and how it feels to be left out.</p> <p>To learn and understand what makes an effective team.</p> <p>PE: The Life Cycle of a Butterfly Dance</p> <p>ELG-PD:GM1</p> <p>ELG-PD:GM3</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities) Processes (Dance)</p>	<p>Team Building Cross the Swamp</p> <p>LO: To develop the skills required to make an effective team.</p> <p>To develop their communication skills, enabling them to create simple strategies to complete a challenge.</p> <p>ELG-PD:GM1</p> <p>ELG-PD:GM2</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>	<p>Team Building Building Trust: Avoid the Traps</p> <p>LO: To understand why it is important to trust our partner (team) if we are going to be successful.</p> <p>To develop their communication skills to enable them to successfully complete a challenge.</p> <p>ELG-PD:GM1</p> <p>ELG-PD:GM2</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>	<p>Team Building Pass the Buck</p> <p>LO: To continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</p> <p>ELG-PD:GM1</p> <p>ELG-PD:GM2</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities) Processes (Sending & Striking)</p>	<p>Team Building Fox, Chicken and Corn</p> <p>LO: To explore simple strategies as a team.</p> <p>ELG-PD:GM1</p> <p>ELG-PD:GM2</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>	<p>Team Building Doctor's Orders</p> <p>LO: To explore simple strategies as a team to help us solve a problem.</p> <p>ELG-PD:GM1</p> <p>ELG-PD:GM2</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>
<p>PSHE</p>	<p>Relationships</p> <p>Lesson 1: My family and me!</p> <p>LO: To identify some of the jobs I do in my family and how I feel like I belong.</p> <p>Big Ideas (Aspects)</p>	<p>Relationships</p> <p>Lesson 2: Make friends, make friends, never ever break friends – Part 1</p> <p>LO: To know how to make friends to stop myself from feeling lonely.</p> <p>Big Ideas (Aspects)</p>	<p>Relationships</p> <p>Lesson 3: Make friends, make friends, never ever break friends – Part 2</p> <p>LO: To think of ways to solve problems and stay friends.</p> <p>Big Ideas (Aspects) Significance (Significant People)</p>	<p>Relationships</p> <p>Lesson 4: Falling out and bullying – Part 1.</p> <p>LO: to understand the impact of unkind words.</p> <p>Big Ideas (Aspects) Creativity (Vocabulary)</p>	<p>Relationships</p> <p>Lesson 5: Falling out and bullying – Part 2.</p> <p>LO: To use Calm Me time to manage my feelings.</p> <p>Big Ideas (Aspects) Creativity (Vocabulary)</p>	<p>Relationships</p> <p>Lesson 6: Being the best friends we can be.</p> <p>LO: To know how to be a good friend.</p> <p>Big Ideas (Aspects) Creativity (Vocabulary)</p>



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	Significance (Significant People)	Significance (Significant People)	Creativity (Vocabulary)			Creativity (Speaking, Listening, Sharing)
Comp.	Health, Wellbeing and Lifestyle Lesson 1: Interactive video lesson. LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some examples of these rules.	Health, Wellbeing and Lifestyle Lesson 2: What are the rules when using technology at home and at school? LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some examples of these rules.	Health, Wellbeing and Lifestyle Lesson 3: What can happen if we don't follow the rules? LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some examples of these rules.	Health, Wellbeing and Lifestyle Lesson 4: Technology rules or not? LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some examples of these rules.	Health, Wellbeing and Lifestyle Lesson 5: What are our classroom technology rules? LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some examples of these rules.	Health, Wellbeing and Lifestyle Lesson 6: Rules at home. LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology. To give some examples of these rules.
RE	WORLD FAITHS Which stories are special and why? How do stories help people know how to behave? World Faiths stories and festivals. Lesson 1: Children of Faith. LO: Are we all the same?	WORLD FAITHS Which stories are special and why? How do stories help people know how to behave? World Faiths stories and festivals.; Lesson 2: LO: What does the story of David and Goliath teach Jewish people?	WORLD FAITHS Which stories are special and why? How do stories help people know how to behave? World Faiths stories and festivals. Lesson 3: LO: What are the messages Jewish people learn from the story of Jonah?	WORLD FAITHS Which stories are special and why? How do stories help people know how to behave? World Faiths stories and festivals. Lesson 4: LO: Why are stories important to Muslim children? (The Prophet and the Tiny Ants).	WORLD FAITHS Which stories are special and why? How do stories help people know how to behave? World Faiths stories and festivals Lesson 5: LO: Why are stories important to Muslim children? (The old woman and the Prophet)	WORLD FAITHS Which stories are special and why? How do stories help people know how to behave? World Faiths stories and festivals Lesson 6: LO: What do Sikh people learn from the example of Guru Nanak?