



## Medium Term Plan EYFS – Term 2 – Sparkle and Shine – Let’s Celebrate

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 WC 1.11.23 (Wed)	Week 2 WC: 6.11.23	Week 3 WC 13.11.23	Week 4 WC 20.11.23	Week 5 WC 27.11.23	Week 6 WC 4.12.23	Weeks 7 and 8 WC 11.12.23 WC 18.12.23
<b>Class Text: Little Whale! By Jo Weaver</b>							
<b>Rama and Sita, Dipal’s Diwali, Queen of the Hanukkah Dosas, The Jolly Christmas Postman, The Night Before Christmas, The Nativity Story</b>							
<b>English</b>	Daily whole class shared and modelled writing.  <b>Story sequencing.</b> <b>Writing captions.</b>  <b>Lesson:</b> The Gunpowder Plot	Daily whole class shared and modelled writing.  <b>Writing captions and labels for pictures and models made.</b>  <b>Story mapping and sequencing.</b>  <b>Session 1:</b> <b>LO:</b> To make predictions about a	Daily whole class shared and modelled writing.  Daily whole class shared and modelled writing.  <b>Story writing themed on whales.</b>  <b>Session 4:</b> <b>LO:</b> To use movement and explore language	Daily whole class shared modelled writing.  <b>Non-Fiction – Whales.</b>  <b>Session 6:</b> <b>LO:</b> To explore non-fiction writing. <ul style="list-style-type: none"> <li>• To have create a non-fiction piece of writing and illustration, and to begin to explore</li> </ul>	Daily whole class shared and modelled writing.  <b>Poster Making.</b>  <b>Session 9:</b> <b>LO:</b> To explore the theme of ‘journey’. <ul style="list-style-type: none"> <li>• To explore grey whale migration routes and use the story of <i>Little Whale</i> to support their map making.</li> </ul>	Daily whole class shared and modelled writing.  <b>Letter Writing</b>  Letter to Father Christmas – Wish list	Daily whole class shared and modelled writing.  <b>Sequencing the Nativity Story.</b>



		<p>story, create an image of a whale and use phonic knowledge to write a label for their creation.</p> <ul style="list-style-type: none"> <li>To talk at length about their responses to the story and themes using images as prompts</li> </ul> <p><b>Session 2:</b> <b>LO:</b> To retell a story in the correct sequence and develop an understanding of story structure.</p> <ul style="list-style-type: none"> <li>To work together, developing listening skills and clarifying ideas to produce a story map of <i>Little Whale</i></li> </ul> <p><b>Session 3:</b> <b>LO:</b> To begin to read simple sentences using sight vocabulary and phonemic awareness, and to talk and answer simple</p>	<p>in the text and word generation.</p> <ul style="list-style-type: none"> <li>To experience different ways to move to new vocabulary which should support the development of imagination and writing.</li> </ul> <p><b>Session 5:</b> <b>LO:</b> To create their own Little Whale stories and act them out on the class stage.</p> <ul style="list-style-type: none"> <li>To write their own story about Little Whale and have a chance to act it out.</li> </ul>	<p>non-fiction features.</p> <p><b>Session 7:</b> <b>LO:</b> To read simple factual sentences and research information on whales.</p> <ul style="list-style-type: none"> <li>To read simple sentences to research whales and use the facts learned in their information books.</li> </ul> <p><b>Session 8:</b> <b>LO:</b> To write factual sentences.</p> <ul style="list-style-type: none"> <li>To compose and to write captions</li> </ul>	<p><b>Session 10:</b> <b>LO:</b> To create posters showing facts about whales and ideas of how to save them.</p> <ul style="list-style-type: none"> <li>To create posters showing facts about whales and ideas of how to save them.</li> </ul>		
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		<p>questions around the illustrations.</p> <ul style="list-style-type: none"> <li>To speaking and listening skills in response to images from the text.</li> <li>To develop sight vocabulary and phonemic skills by reading simple sentences and matching sentences to pictures.</li> </ul>					
<b>Phonics</b>	<p><b>Little Wandle Letters and Sounds Revised – Phase 2</b></p> <p>GPCs: ff ll ss j</p> <p>Tricky Words: put* pull* full* as</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 2</b></p> <p>GPCs: v w x y</p> <p>Tricky Words: and has his her</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 2</b></p> <p>GPCs: z zz qu</p> <p>words with s /s/ added at the end (hats sits) ch</p> <p>Tricky Words: go no to into</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 2</b></p> <p>GPCs: sh th ng nk</p> <p>Tricky Words: she push* he of</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 2</b></p> <p>words with s /s/ added at the end (hats sits)</p> <p>words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky Words: we me be</p>	<p><b>Little Wandle Letters and Sounds Revised</b></p> <p>Autumn 2 Assessment and plug gaps</p>	<p><b>Little Wandle Letters and Sounds Revised</b></p> <p><b>Phase 3 if children are secure with Phase 2</b></p> <p><b>Or</b></p> <p><b>Revision and Consolidation – Rapid Daily Keep Ups</b></p>



<p><b>Maths</b></p>	<p><b>It's Me, 1,2,3 Number</b> Understand the concept of '1,2 and 3'. Representing, comparing and composition of number 2 and 3.  Subitise up to 3 objects.  Be able to write the numerals 1,2 and 3.  Represent 1,2 and 3 using actions as well as physical objects.  Relate the number/numerals 1,2 and 3 to things that they know.  <b>Geometry and Spatial Thinking</b> 2 step patterns  <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a></p>	<p><b>It's Me 1,2,3 Number:</b> Compare quantities – recognise 'less than'.  Use ordinal language – 1st, 2nd, 3rd.  Introduce hand signs for plus/add, equals.  Be able to write the numerals 1,2 and 3.  Subitise up to 3 objects.  <b>Geometry and Spatial Thinking</b> 3 step patterns.  <a href="https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three">https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three</a>  <b>Read 'Three Little Pigs, Three Billy Goat Gruff'</b></p>	<p><b>1,2,3,4,5 Number:</b> Understand the concept of '4'.  Count and subitise sets of up to 4 objects to find out how many and make their own collections.  More than, less than and equal to 4.  Subitise up to 4 objects.  Formation of 4: Down, across and down some more that's the way to make number 4.  Representing, comparing and composition of number 4.  <b>Circles and Triangles</b> Vocabulary:</p>	<p><b>1,2,3,4,5 Number</b> 'Understand the concept of '5'  Children count on and back to 5.  Count and subitise sets of up to 4 and 5 objects to find out how many and make their own collections.  Match the number names to numerals and quantities and are say which sets have more and which have fewer items.  Representing, comparing and composition of number.  Number pairs to 5. Addition/subtraction Comparisons (more than/less than).</p>	<p><b>1,2,3,4,5 Number</b> One more/One less  Number pairs to 5.  Count and subitise sets of up to 5 objects to find out how many and make their own collections.  <a href="https://www.bbc.co.uk/iplayer/episode/b08cr0y7/numberblocks-series-1-off-we-go">https://www.bbc.co.uk/iplayer/episode/b08cr0y7/numberblocks-series-1-off-we-go</a>  <a href="https://www.bbc.co.uk/iplayer/episode/b08dnngm/numberblocks-series-1-stampolines">https://www.bbc.co.uk/iplayer/episode/b08dnngm/numberblocks-series-1-stampolines</a></p>	<p><b>Geometry and Spatial Thinking</b> <b>Shapes</b> Squares and rectangles have 4 straight sides and 4 corners.  Recognise shapes on everyday items in the classroom and outside.  Build squares and rectangles with loose parts, construction toys.  <i>It is important to show squares and rectangles in a variety of different shapes and sizes and orientations</i>  <b>Text:</b> 'Pete the Cat and his 4 Groovy Buttons'  <a href="http://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-">www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-</a></p>	<p><b>Revision and Consolidation</b></p>
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	<a href="http://uk/iplayer/episode/b08c001f/numberblocks-series-1-another-one">uk/iplayer/episode/b08c001f/numberblocks-series-1-another-one</a>		2-D straight, shapes, sides, triangle corners, circle, round, almost	<b>Geometry and Spatial Thinking</b> Pentagons  <b>Text:</b> Kipper's Birthday <a href="http://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five">www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five</a>		<a href="#">series-1-four</a> <b>Read 'Peace at Last'</b>  Ordering and sequencing events (calendars). Day and Night.  Ordinal numbers	
UTW <b>History</b>	<b>Lesson: Who was Guy Fawkes?</b> <b>LO:</b> Why do we celebrate Bonfire Night?  <b>Big Ideas (Aspect):</b> Significance Humankind	<b>Remembrance Day:</b> <b>LO:</b> To understand why we celebrate Remembrance Day.  <b>Big Ideas (Aspect):</b> Significance Humankind					
UTW <b>Science</b>	<b>Is it Shiny?</b> <b>LO:</b> To sort and group materials (Shine a torch on a plastic bauble, compare to non-shiny materials – Investigation Station) DM3-4:UTW2 DM3-4:UTW7	<b>Is it Shiny?</b> <b>LO:</b> To sort and group materials (Shine a torch on a plastic bauble, compare to non-shiny materials – Investigation Station) DM3-4:UTW2 DM3-4:UTW7  <b>Big Ideas (Aspect):</b>			<b>Little Whale</b> <b>LO:</b> To create posters showing facts about whales and ideas of how to save them. DM3-4:UTW5 DM:R:UTW20 ELG-UTW:NW1 ELG-UTW:NW2  <b>Big Ideas (Aspect):</b> Nature (Survival)		



	<p><b>Big Ideas (Aspect):</b></p> <p><b>Humankind</b> (Staying safe)</p> <p><b>Materials</b> (Identification and Classification)</p> <p><b>Comparison</b> (Physical things)</p> <p><b>Investigation</b> (Observation)</p>	<p><b>Humankind</b> (Staying safe)</p> <p><b>Materials</b> (Identification and Classification)</p> <p><b>Comparison</b> (Physical things)</p> <p><b>Investigation</b> (Observation)</p>				
<p><b>DT</b></p> <p><b>Art</b></p>	<p>Art: Chalk Firework Pictures</p>	<p>Art: Rangoli patterns (Diwali)</p>	<p>Seasonal Art</p> <p><b>Lesson: Christmas Salt dough ornaments:</b></p> <p><b>LO:</b> To use a range of tools to create and decorate salt dough decorations.</p> <p>ELG-EAD:CWM1 DM:R:EAD20</p> <p><b>Big Ideas (Aspect):</b></p> <p><b>Materials (Malleable Materials)</b></p> <p><b>Materials (Paint)</b></p>	<p>Seasonal Art:</p> <p><b>Lesson: Winter Craft: Threaded Snowflakes</b></p> <p><b>LO:</b> To use bead threading to make a snowflake decoration.</p> <p>To discover how snowflakes are made.</p> <p>ELG-EAD:CWM1 DM:R:EAD20</p> <p><b>Big Ideas (Aspect):</b></p> <p><b>Creativity (Creation)</b></p>		<p>DT – Seasonal Crafts:</p> <p><b>Lesson: Sliding Santas</b></p> <p><b>LO:</b> To create a picture with a simple sliding mechanism</p> <p><b>Big Ideas (Aspect):</b></p> <p><b>Creativity (Creation)</b></p> <p><b>Investigation</b></p> <p>DT: Cooking and Nutrition: Food Technology</p> <p><b>Lesson: Mince Pies</b></p> <p>DM:R:PSED22</p>

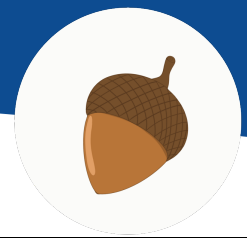


			<b>Creativity (Creation)</b>			<b>ELG-PSE:MS3</b>  <b>Big Ideas (Aspect):</b> <b>Nature (Food preparation and cooking)</b>  <b>Nature (Nutrition)</b>  <b>Humankind (Staying Safe)</b>	
<b>Music</b>		<p>Celebration Music</p> <p><b>Diwali Music</b> (12<sup>th</sup> November)</p> <p><b>LO:</b> To learn about music from another culture, particularly when related to the festival of Diwali.</p> <p>To respond to music with movement.</p> <p><b>Big Ideas (Aspect):</b>  <b>Investigation (Listening)</b></p>	<p>Celebration Music</p> <p><b>Traditional Christmas Music</b></p> <p><b>LO:</b> To learn about traditional Christmas music.</p> <p>To take part in a group song involving singing, voice sounds and playing instruments.</p> <p>To sing and move to a Christmas song.</p> <p><b>Big Ideas (Aspect):</b>  <b>Creativity (Singing, Performing)</b></p>	<p>Celebration Music</p> <p><b>Traditional Christmas Music</b></p> <p><b>LO:</b> To learn about traditional Christmas music.</p> <p>To take part in a group song involving singing, voice sounds and playing instruments.</p> <p>To sing and move to a Christmas song.</p> <p><b>Big Ideas (Aspect):</b>  <b>Creativity (Singing, Performing)</b></p>	<p>Celebration Music</p> <p><b>Traditional Christmas Music</b></p> <p><b>LO:</b> To learn about traditional Christmas music.</p> <p>To take part in a group song involving singing, voice sounds and playing instruments.</p> <p>To sing and move to a Christmas song.</p> <p><b>Big Ideas (Aspect):</b>  <b>Creativity (Singing, Performing)</b></p>	<p>Celebration Music</p> <p><b>Hanukkah Music</b> (7<sup>th</sup> December)</p> <p><b>LO:</b> To learn about music from another culture, particularly when related to the festival of Hanukkah.</p> <p>To learn the names of some traditional Jewish musical instruments.</p> <p>To play and move to traditional Jewish Hanukkah music.</p> <p><b>Big Ideas (Aspect):</b>  <b>Investigation (Listening)</b></p>	<p>Celebration Music</p> <p><b>Christmas Action Songs</b></p> <p><b>LO:</b> To suggest appropriate actions to match song lyrics.</p> <p>To sing and move to Christmas songs.</p> <p><b>Big Ideas (Aspect):</b>  <b>Creativity (Singing, Performing)</b></p>

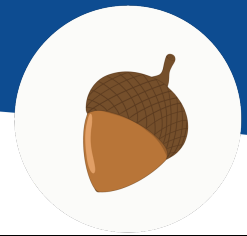


<p>UTW</p> <p>Geog.</p>					<p><b>Little Whale’s Journey Map Making</b>  <b>LO:</b> To explore grey whale migration routes and use the story of <i>Little Whale</i> to support their map making.</p> <p><b>Big Ideas (Aspect):</b>  <b>Humankind</b>  <b>Place</b></p>	<p><b>Christmas Around the World.</b>  <b>LO:</b> To explore how people around the world celebrate Christmas. How do people around the world celebrate Christmas? To identify different countries on a map.</p> <p><b>Big Ideas (Aspect):</b>  <b>Humankind</b>  <b>Place (Diversity)</b>  <b>Significance</b></p> <p>Walk to South Darenth Post Office</p>	
<p>PE</p>	<p><b>Ball Skills – Hands 1</b></p> <p><b>Musical Moving (1)</b>  <b>LO:</b> To explore rolling.</p> <p><b>DM3-4:PD1</b>  <b>DM3-4:PD2</b></p> <p><b>Big Idea (Aspect):</b>  <b>Processes (Sending and Striking)</b></p>	<p><b>Diwali Dancing</b></p> <p><b>LO:</b> To respond to music with movement.</p> <p><b>Big Ideas (Aspect):</b>  <b>Investigation (Listening)</b></p>	<p><b>Ball Skills – Hands 1</b></p> <p><b>Body Parts (3)</b>  <b>LO:</b> To explore bouncing.</p> <p><b>DM3-4:PD1</b>  <b>DM3-4:PD2</b></p> <p><b>Big Idea (Aspect):</b>  <b>Processes (Sending and Striking)</b></p>	<p><b>Ball Skills – Hands 1</b></p> <p><b>Truck and Trailer Gateway (4)</b>  <b>LO:</b> To combine pushing and rolling.</p> <p><b>DM3-4:PD1</b>  <b>DM3-4:PD2</b></p> <p><b>Big Idea (Aspect):</b>  <b>Processes (Sending and Striking)</b></p>	<p><b>Ball Skills – Feet 1</b></p> <p><b>Funny Feet (1)</b>  <b>LO:</b> To explore moving with a ball using our feet.</p> <p><b>DM3-4:PD1</b>  <b>DM3-4:PD2</b></p> <p><b>Big Idea (Aspect):</b>  <b>Processes (Sending and Striking)</b></p>	<p><b>Ball Skills – Feet 1</b></p> <p><b>Wizard Dribblers – Magic Tunnels (2)</b>  <b>LO:</b> To develop using feet.</p> <p><b>DM3-4:PD1</b>  <b>DM3-4:PD2</b></p> <p><b>Big Idea (Aspect):</b>  <b>Processes (Sending and Striking)</b></p>	<p><b>Ball Skills – Feet 1</b></p> <p><b>Traffic Lights (3)</b>  <b>LO:</b> To develop dribbling.</p> <p><b>DM3-4:PD1</b>  <b>DM3-4:PD2</b></p> <p><b>Big Idea (Aspect):</b>  <b>Processes (Sending and Striking)</b></p>





<p><b>PSHE</b></p>	<p>Celebrating Differences</p> <p><b>What am I good at?</b>  <b>LO:</b> To identify something I am good at and understand everyone is good at different things.</p> <p><b>Big Ideas (Aspect)</b>  <b>Humankind (Setting goals)</b>  <b>Place (Diversity)</b></p>	<p>Celebrating Differences</p> <p><b>I'm Special, I'm Me!</b>  <b>LO:</b> To understand that being different makes us all special.</p> <p><b>Big Ideas (Aspect)</b>  <b>Place (Place in the world)</b></p>	<p>Celebrating Differences</p> <p><b>Families.</b>  <b>LO: To</b> know we are all different but the same in some ways.</p> <p><b>Big Ideas (Aspect)</b>  <b>Place (Place in the world)</b></p>	<p>Celebrating Differences</p> <p><b>Homes</b>  <b>LO: To say</b> why I think my home is special to me.</p> <p><b>Big Ideas (Aspect)</b>  <b>Significance (Significant People)</b></p>	<p>Celebrating Differences</p> <p><b>Making Friends</b>  <b>LO:</b> To say how to be a kind friend.</p> <p><b>Big Ideas (Aspect)</b>  <b>Humankind (Unacceptable behaviour)</b>  <b>Significance (Significant People)</b>  <b>Creativity (Speaking, Listening, Sharing)</b></p>	<p>Celebrating Differences</p> <p><b>Standing up for yourself.</b>  <b>LO:</b> To know which words to use to stand up for myself when someone says or does something unkind.</p> <p><b>Big Ideas (Aspect)</b>  <b>Humankind (Unacceptable behaviour)</b>  <b>Creativity (Speaking, Listening, Sharing)</b>  <b>Investigation (Issues, Evidence and Ideas)</b></p>	
<p><b>Comp.</b></p>	<p>Online Relationships</p> <p><b>Lesson 1: Interactive Video Lesson</b></p> <p><b>LO: To</b> recognise some ways in which the internet can be</p>	<p>Online Relationships</p> <p><b>Lesson 2: What does 'communicate; mean?'</b></p> <p><b>LO: To</b> recognise some ways in which</p>	<p>Online Relationships</p> <p><b>Lesson 3: How can we communicate using technology?</b></p> <p><b>LO: To</b> recognise some ways in which the internet can be used to communicate.</p>	<p>Online Relationships</p> <p><b>Lesson 4: Can I communicate on this or not?</b></p> <p><b>LO: To</b> recognise some ways in which</p>	<p>Online Reputation</p> <p><b>Lesson 1: Interactive Video Lesson.</b></p> <p><b>LO:</b> To identify ways that we can put information on the internet</p>	<p>Online Reputation:</p> <p><b>Lesson 2: Technology Treasure Hunt</b></p> <p><b>LO:</b> To identify ways that we can put</p>	<p>Online Reputation</p> <p><b>Lesson 3: Can we connect to the internet with it or not?</b></p> <p><b>LO:</b> To identify ways that we can put</p>



	used to communicate.  To give examples of how we might use technology with people we know.	the internet can be used to communicate.  To give examples of how we might use technology with people we know.	To give examples of how we might use technology with people we know.	the internet can be used to communicate.  To give examples of how we might use technology with people we know.		information on the internet	information on the internet
<b>RE</b>	<p>Incarnation - Why do Christians perform Nativity Plays?</p> <p><b>Lesson 1:</b></p> <p><b>LO:</b> How do Christians find out what Jesus was like? Why do Christians tell stories about Jesus? Who do they think he is?</p> <p>Miracles of Jesus – Bread roll making</p>	<p>Incarnation - Why do Christians perform Nativity Plays?</p> <p><b>Lesson 2:</b></p> <p><b>LO:</b> What is the story of how Jesus was born?</p>	<p>Incarnation - Why do Christians perform Nativity Plays?</p> <p><b>Lesson 3:</b></p> <p><b>LO:</b> How do Christians celebrate the birth of Jesus in the community?</p>	<p>Incarnation - Why do Christians perform Nativity Plays?</p> <p><b>Lesson 4:</b></p> <p><b>LO:</b> How do Christians celebrate the birth of Jesus in Church?</p> <p>Visit St Mary's the Virgin Church – Horton Kirby</p>	<p>Incarnation - Why do Christians perform Nativity Plays?</p> <p><b>Lesson 5:</b></p> <p><b>LO:</b> Why do Christians give gifts at Christmas time?</p>	<p>Incarnation - Why do Christians give presents at Christmastime?</p> <p><b>Lesson 6;</b></p> <p><b>LO:</b> How do Christians celebrate the birth of Jesus at home?</p> <p>Mince Pies (Baby Jesus Cakes)</p> <p>Jewish Festival of Hanukkah</p>	<p>Participate in performing in KS1 Nativity play.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Singing, Performing)</b></p>