



## EYFS Term 3 Medium Term Plan: 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 8.1.24	Week 2 15.1.24	Week 3 22.1.24	Week 4 29.1.24	Week 5 5.2.24	Week 6
<p><i>Class Text: Be Brave Little Penguin by Giles Andreae and Guy Parker</i>  <i>Whatever Next! By Jill Murphy</i>  <i>How to Catch a Star! by Oliver Jeffers</i>  <i>Owl Babies by Martine Waddell</i></p>						
English	<p>Daily whole class shared and modelled writing</p> <p><b>Be Brave Little Penguin</b></p> <p><b>Writing captions</b> <b>Thought bubbles</b></p> <p><b>Session 1:</b> <b>LO:</b> To make predictions about a story.</p> <ul style="list-style-type: none"> <li>• To read simple sentences</li> <li>• To use picture clues to make a prediction</li> <li>• To begin to use key vocabulary in discussion work</li> </ul>	<p>Daily whole class shared and modelled writing</p> <p><b>Be Brave Little Penguin</b></p> <p><b>Writing linked to personal experiences</b></p> <p><b>Session 4:</b> <b>LO:</b> To understand a character's viewpoint.</p> <ul style="list-style-type: none"> <li>• To work in role as a character</li> <li>• To use gestures and actions in their drama work</li> <li>• To talk in role as a character</li> </ul>	<p>Daily whole class shared and modelled writing</p> <p><b>Whatever Next!</b> <b>Label and Captions</b></p> <p><b>Lesson 1:</b> To sequence a story.</p> <ul style="list-style-type: none"> <li>• To use picture clues to make a prediction</li> <li>• To apply phonic skills to read words</li> </ul> <p><b>Lesson 2:</b> To pack a suitcase for a journey to the moon.</p>	<p>Daily whole class shared and modelled writing</p> <p><b>How to Catch a Star!</b> <b>Short sentences.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To design a Star Catcher.</p> <p><b>Lesson 2:</b> To write an acrostic poem (STAR).</p> <p><b>Lesson 3:</b> <b>LO:</b> To pack a healthy lunch for a space journey.</p> <ul style="list-style-type: none"> <li>• To apply phonic skills to segment words</li> </ul>	<p>Daily whole class shared and modelled writing</p> <p><b>The First Moon Landing</b> <b>Short sentences.</b></p> <p><b>Lesson:</b> To find out about the first moon landing.</p> <p><b>Owl Babies</b> <b>Lesson 1:</b> To write in character.</p> <ul style="list-style-type: none"> <li>• To retell a story.</li> <li>• To use picture clues to make a prediction</li> <li>• To be able to retell a story in sequence</li> <li>• To apply phonic skills to segment words</li> </ul>	

	<p><b>Session 2:</b>  <b>LO:</b> To understand a character's viewpoint.</p> <ul style="list-style-type: none"> <li>To listen to the beginning of a story and answer questions</li> <li>To use illustrations to compare characters</li> <li>To work in role as characters</li> <li>To write sentences expressed as a thought bubble.</li> </ul> <p><b>Session 3:</b>  <b>LO:</b> To talk about a personal experience.</p> <ul style="list-style-type: none"> <li>To use picture clues to discuss how a character might be feeling</li> <li>To talk about their feelings using</li> <li>To draw and label pictures</li> </ul>	<p><b>Story mapping and sequencing</b>  <b>Story writing</b></p> <p><b>Session 5:</b>  <b>LO:</b> To retell a story.</p> <ul style="list-style-type: none"> <li>To know that a story has a beginning, middle and end</li> <li>To be able to retell a story in sequence</li> <li>To use story words to support their retelling</li> <li>To use actions and gestures to support the retelling of a story.</li> </ul> <p><b>Session 6</b>  <b>LO:</b> To sequence the events in a story.</p> <ul style="list-style-type: none"> <li>To use a story telling hand to order the events in a story</li> <li>To be able to describe what happens at the beginning.</li> </ul> <p><b>Session 7:</b>  <b>LO:</b> To plan a new story.</p> <ul style="list-style-type: none"> <li>To use a story telling hand to plan a new story</li> <li>To change parts of a story</li> <li>To tell their stories to a talk partner</li> </ul> <p><b>Session 8:</b>  <b>LO:</b> To write a new story.</p>				
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		<ul style="list-style-type: none"> <li>To use their story telling hands to re-tell a story</li> <li>To use their story telling hands to write a story with a beginning, middle and end</li> <li>To use some language features of a story</li> </ul> <p>To edit a simple sentence</p>				
<b>Phonics</b>	<p><b>Little Wandle Letters and Sounds Revised – Phase 3</b></p> <p>GPCs: ai ee igh oa</p> <p>Tricky Words: -</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 3</b></p> <p>GPCs: oo oo ar or</p> <p>Tricky Words: was you they</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 3</b></p> <p>GPCs: ur ow oi ear</p> <p>Tricky Words: my by all</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 3</b></p> <p>GPCs: air er</p> <p>words with double letters: dd mm tt bb rr gg pp ff</p> <p>Tricky Words: are sure pure</p>	<p><b>Little Wandle Letters and Sounds Revised – Phase 3</b></p> <p>GPCs: Longer words</p> <p>Tricky Words: are sure pure</p> <p>Revision</p>	
<b>Maths</b>	<p><b>Alive in Five Number</b></p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 &amp; 5</p> <p>One Less Zero</p> <p>Composition of 5</p> <p>Composition of 5</p> <p>Comparing numbers to 5.</p> <p>Equal and unequal groups</p>	<p><b>Alive in Five Number</b></p> <p>Composition of 5 (2 groups)</p> <p>Composition of 5 (3 groups)</p> <p>How many altogether?</p>	<p><b>Alive in Five Measure, Shape and Spatial Thinking</b></p> <p>Balance scales – comparing mass – heavier and lighter</p> <p>Full and empty</p> <p>Measuring capacity</p> <p>Measuring capacity – how may fit inside</p> <p>Measuring ingredients</p>	<p><b>Growing 6, 7, 8 Number</b></p> <p>Children count on and back to 6.</p> <p>Count and subitise sets of up to 6 objects to find out how many and make their own collections.</p> <p>Representing, comparing, matching and composition of number.</p> <p>Making pairs/doubles</p> <p>Representing, comparing, matching and composition of number.</p> <p><b>Text:</b> ‘Six Dinners Sid’</p> <p><a href="http://www.bbc.co.uk/iplayer/episode/b08pgksd/numberblo">www.bbc.co.uk/iplayer/episode/b08pgksd/numberblo</a></p>	<p><b>Growing 6,7,8 Number</b></p> <p>Children count on and back to 7 and 8</p> <p>Count and subitise sets of up to 7 and 8 objects to find out how many and make their own collections.</p> <p>Combining 2 groups</p> <p>One more one less</p> <p><i>‘Digging Deeper’:</i> <i>Possibilities – adding more</i></p> <p><a href="#">BBC iPlayer - Numberblocks - Series 2:</a></p>	

				<a href="#">cks-series-2-six</a>	<a href="#">Seven</a>	
<b>UTW Past and Present History</b>					<b>The First Moon Landing</b> Significant people: Neil Armstrong, Buzz Aldrin.  Astronaut Facts: Sally Ride (first female in space) Mae Jemison, Tim Peake	
<b>UTW Science</b>	<b>Why is it dark?</b> 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  <b>Big Ideas (Aspect):</b> <b>Change</b> (Living Things) <b>Materials</b> (Identification and Classification) <b>Comparison</b> (Physical things)	<b>Moonlight Shadows</b> <b>LO:</b> To explore shadows – dark tent, torches, toy animals, paper, pencils – tracing shadows/faces – who is who?  DM3-4:UTW2 ELG-UTW:NW3  <b>Big Ideas (Aspect):</b> <b>Change</b> (Living Things) <b>Processes</b> (Phenomena) <b>Humankind</b> (Human body) <b>Comparison</b> (Phenomena) <b>Investigation</b> (Questioning)	<b>Seasonal Changes – Winter Lesson: Winter Walk</b> <b>LO:</b> 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:  <b>Big Ideas (Aspect):</b> <b>Investigation</b> (Questioning) <b>Creativity</b> (Report & conclude) <b>Processes</b> (Pattern Seeking, Changes) <b>Change</b> (Living Things) <b>Place</b> (Habitats)	<b>Night and Day</b> <b>LO:</b> To recognise differences between night and day. (Compare and sort pictures of night and day). ELG-UTW:NW3 ELG-UTW:PPC1:  <b>Big Ideas (Aspect):</b> <b>Investigation</b> (Questioning) <b>Creativity</b> (Report & conclude) <b>Processes</b> (Pattern Seeking, Earth) <b>Change</b> (Living Things)	<b>Nocturnal Animals</b> <b>LO:</b> 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. <b>Knowledge:</b> 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	

	<p><b>Investigation</b> (Questioning, Observation)</p> <p><b>Ice Balloons</b></p> <p><b>LO:</b> What effect does pouring salt have on the ice?</p> <p>Wrap the ice up in different materials eg: bubble wrap, foil?</p> <p>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?</p> <p>ELG-UTW:NW3 DM3-4:UTW7 DM3-4:UTW2</p> <p><b>Big Ideas (Aspect):</b> <b>Change</b> (Living things) <b>Processes</b> (Forces) <b>Investigation</b> (Questioning, Investigation, Observation) <b>Creativity</b> (Report &amp; conclude)</p>				<p><b>Big Ideas (Aspect):</b> <b>Nature</b> (Parts &amp; function) <b>Creativity</b> (Gather &amp; record data)</p> <p><b>LO:</b> To order the planets in the solar system. DM:R:UTW20</p> <p><b>Big Ideas (Aspect):</b> <b>Processes</b> (Phenomena) <b>Comparison</b> (Physical things)</p>	
DT	Lesson: Cutting and scissor skills.	Lesson:	Ice painting/Sculptures – Andy Goldsworthy	Art: Star Constellations Structures: Junk Modelling	Chinese New Year Crafts	

<p style="text-align: center;"><b>Art</b></p>	<p><b>LO:</b> To develop scissor skills. To investigate cutting different materials. ELG-EAD:CWM1</p> <p><b>Big Ideas (Aspect):</b> <b>Materials (Materials for purpose)</b> <b>Humankind (Everyday products)</b> <b>Creativity (Generation of ideas)</b> <b>Investigation (Investigation)</b></p>	<p><b>LO:</b> To explore different ways to temporarily join materials together. (Split pin penguin)</p> <p>DM:R:EAD21 ELG-EAD:CWM1</p> <p><b>Big Ideas (Aspect):</b> <b>Materials (Materials for purpose)</b> <b>Investigation (Investigation)</b> <b>Humankind (Everyday products)</b> <b>Creativity (Generation of ideas)</b> <b>Creativity (Structures)</b> <b>Comparison (Compare &amp; Contrast)</b></p> <p><b>Ice painting/Sculptures – Andy Goldsworthy</b></p> <p><b>Big Ideas (Aspects).</b> <b>Significance (Significant people, artwork and movements)</b> <b>Creativity (Creation)</b></p> 	<p><b>Big Ideas (Aspects).</b> <b>Significance (Significant people, artwork and movements)</b></p> <p><b>Creativity (Creation)</b></p>  <p>Bird Feeders (links to measuring in maths)</p> <p>Sculpture: 3D Sculpture: Creation Station. Playdough making (links to measuring in maths)</p> <p><b>LO:</b> To explore playdough and its properties.</p> <p>To use tools safely and with confidence.</p> <p><b>Creativity (Creation)</b> <b>Materials (Malleable materials)</b></p>	<p><b>Lesson 3: Choosing resources. (Rockets)</b></p> <p><b>LO:</b> To learn how to plan and select the correct resources needed to make a model.</p> <p>ELG-EAD:CWM1 DM:R:EAD22</p> <p><b>Big Ideas (Aspect):</b> <b>Materials (Materials for purpose)</b> <b>Humankind (Everyday products)</b> <b>Creativity (Generation of ideas)</b> <b>Creativity (Structures)</b> <b>Investigation (Investigation)</b></p> <p><b>Lesson 4: Making models</b> <b>LO:</b> To verbally plan and create a junk model.</p> <p>DM:R:EAD20 DM:R:EAD21 DM:R:EAD22 ELG-EAD:CWM1</p> <p><b>Big Ideas (Aspect):</b> <b>Materials (Materials for purpose)</b> <b>Humankind (Everyday products)</b> <b>Creativity (Generation of ideas)</b> <b>Creativity (Structures)</b> <b>Investigation (Investigation)</b> <b>Investigation (Evaluate)</b></p>	<p><b>Structures: Junk Modelling</b> <b>Lesson 5: Evaluation and presentation.</b></p> <p><b>LO:</b> To share a finished model and talk about the processes in its creation.</p> <p><b>Big Ideas (Aspect):</b> <b>Materials (Materials for purpose)</b> <b>Humankind (Everyday products)</b> <b>Creativity (Generation of ideas)</b> <b>Creativity (Structures)</b> <b>Creativity (Use of ICT)</b> <b>Investigation (Investigation)</b> <b>Investigation (Evaluate)</b> <b>Comparison (Compare &amp; Contrast)</b> DM:R:EAD20 DM:R:EAD21 DM:R:EAD22 ELG-EAD:CWM1 ELG-EAD:CWM2</p>	
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<p><b>Music</b></p>	<p>Music and Movement</p> <p><b>Lesson 1: Action Songs.</b>  <b>LO:</b> To understand why songs have actions.</p> <p>To learn some simple Makaton signs to accompany a song.  <b>Big Ideas (Aspect):</b>  <b>Creativity (Singing, Performing)</b></p>	<p>Music and Movement</p> <p><b>Lesson 2: Finding the Beat.</b>  <b>LO:</b> To explore beat through body movement.</p> <p>To express feelings and emotions through movement to music.  <b>Big Ideas (Aspect):</b>  <b>Creativity (Pulse and rhythm)</b>  <b>Investigation (Listening)</b></p>	<p>Music and Movement</p> <p><b>Lesson 3: Exploring tempo.</b>  <b>LO:</b> To explore beat through body move.</p> <p>To express feelings and emotions through movement to music.  <b>Big Ideas (Aspect):</b>  <b>Creativity (Singing, Performing)</b>  <b>Investigation (Music appreciation)</b></p>	<p>Music and Movement</p> <p><b>Lesson 4: Exploring tempo and pith through dance.</b></p> <p><b>LO:</b> To explore pitch and tempo through scarf dancing and body movement.</p> <p>To express feelings and emotions through movement to music.  <b>Big Ideas (Aspect):</b>  <b>Investigation (Listening)</b></p>	<p>Music and Movement</p> <p><b>Lesson 5: Music and movement performance.</b></p> <p><b>LO:</b> To perform action songs to a small audience.  <b>Big Ideas (Aspect):</b>  <b>Creativity (Performing)</b></p>	
<p>UTW</p> <p><b>Geog.</b></p>	<p><b>Lesson: Where do penguins live?</b></p> <p><b>Where is it always cold in the world?</b>  <b>LO:</b> 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><b>Seasonal Changes – Winter</b>  <b>Lesson: Winter Walk</b>  <b>LO:</b> How has our local environment changed?</p>		<p><b>LO:</b> Locate China on the map/globe - Chinese New Year.</p>	
<p><b>PE</b></p>	<p><b>Balance Bikes – CYCLEME Tots</b></p> <p><b>Gymnastics – Moving</b></p>	<p><b>Balance Bikes – CYCLEME Tots</b></p> <p><b>Gymnastics – Moving</b></p>	<p><b>Balance Bikes – CYCLEME Tots</b></p> <p><b>Gymnastics – Moving</b></p>	<p><b>Balance Bikes – CYCLEME Tots</b></p> <p><b>Gymnastics – High, Low, Over, Under</b></p>	<p><b>Balance Bikes – CYCLEME Tots</b></p> <p><b>Gymnastics – High, Low, Over, Under</b></p>	

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



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