



EYFS Term 4 Medium Term Plan: 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 19.2.24	Week 2 26.2.24	Week 3 4.3.24	Week 4 11.3.24	Week 5 18.3.24	Week 6 25.3.24
Class Text: Mr Wolf's Pancakes by Jan Fearnley <i>Oliver's Vegetables, Oliver's Fruit Salad, The Enormous Turnip, Handa's Surprise</i>						
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 	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 Session 8:	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 the best soup ever. (Pumpkin Soup) – 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.

	<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 share and talk about ideas 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>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	<p>Little Wandle Letters and Sounds Revised – Phase 3</p> <p>GPCs: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p>	<p>Little Wandle Letters and Sounds Revised – Phase 3</p> <p>GPCs: review Phase 3: er air words with double letters longer words</p>	<p>Little Wandle Letters and Sounds Revised – Phase 3</p> <p>GPCs: words with two or more digraphs</p> <p>Tricky Words: Review all taught so far Secure spelling</p>	<p>Little Wandle Letters and Sounds Revised – Phase 3</p> <p>GPCs: longer words words ending in –ing compound words</p>	<p>Little Wandle Letters and Sounds Revised – Phase 3</p> <p>GPCs: longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p>	<p>Spring 2 Assessment and Consolidation</p>

	Tricky Words: Review all taught so far Secure spelling	Tricky Words: Review all taught so far Secure spelling		Tricky Words: Review all taught so far Secure spelling	Tricky Words: Review all taught so far Secure spelling	
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</p> <p>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>Subitise small groups within 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 from 10</p> <p>Subitise small groups within 10</p> <p>Text: Ten Black Dots www.bbc.co.uk/iplayer/episode/b08phr1g/number</p>	<p>Consolidation Number: Continue to practise bonds to 10</p> <p>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</p> <p>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>

			blocks-series-2-ten			
UTW History		St David's Day (1st March) LO: To understand the meaning of St David's Day Story of St David – legend or real?		St Patrick's Day (17th March) LO: To understand the meaning of St Patrick's Day.		Farms in the Past LO: To compare farms in the past with the farm they visited and discuss what is the same and what is different.
UTW Science	Jasper's Beanstalk LO: To know what plants need to grow. To label a bean. Bean experiment – 3 or 4 variables. Bean planting (plastic bag). ELG-UTW:NW1 DM:R:UTW18 DM3-4:UTW5 DM3-4:UTW4 Big Ideas (Aspect): Nature (Identification & classification, Parts & function)	Spring Flowers LO: To label a Spring Flower –Daffodil – for St David's Day – add to our Spring display Explore real Daffodils – Cut and stick daffodil activity. ELG-UTW:NW1 DM:R:UTW18 Big Ideas (Aspect): Nature (Identification & classification, Parts & function)	It's Raining – Making clouds 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. DM3-4:UTW2 DM:R:UTW18 ELG-UTW:NW3 Big Ideas (Aspect): Processes (Phenomena, Pattern Seeking) Change (Living things)	Seasonal changes LO: To find signs of Spring. Rectangle piece of card with double sided tape – chn to find different colours. 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)	Weather Forecasters Create a Weather Chart – which was the most common weather this week? How has the weather and our environment changed since winter/summer? 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)	Animals and their Babies Sorting activity – look carefully at animal features match the parents to their babies. ELG-UTW:NW1 DM:R:UTW18 Big Ideas (Aspect): Nature (Identification & classification)

					Processes (Pattern Seeking, Changes) Change (Living Things) Place (Habitats)	
DT Art	DT: Cooking and Nutrition Lesson: Cooking pancakes Nature (Food preparation and cooking) Nature (Nutrition) Humankind (Staying Safe) Art: Marvellous Marks: Lesson: Observational pencil drawing (fruit/vegetables) LO: To explore mark making using pencils. To create a simple observational drawing. DM:R:EAD20 ELG-EAD:CWM1 Big Ideas (Aspects) Materials (Pencil, ink, charcoal and pen) Creativity (Generation of ideas) Nature (Natural Form)	DT: Cooking and Nutrition Lesson 1: Fantastic Fruits and Vegetables. LO: To explore fruits and vegetables and the differences between them. To use adjectives to describe how fruits and vegetables look, feel, smell and taste. DM:R:PSED22 ELG-PSE:MS3 DM:R:UTW18 ELG-UTW:NW1 Big Ideas (Aspects) Nature (Origin of food) Nature (Nutrition)	Art: Guiseppe Arcimboldo Lesson: Fruit Portraits LO: To create a fruit portrait in the style of Guiseppe Arcimboldo. Big Ideas (Aspects) Significance (significant people, artwork and movements) Creativity (Creation)	DT: Cooking and Nutrition Lesson 2: Pumpkin Soup LO: To listen to and recall elements from the story 'The Best Pumpkin Soup.' To explore a pumpkin and describe it using the five senses. DM:R:UTW18 ELG-UTW:NW1 Big Ideas (Aspects) Nature (Food preparation and cooking) Nature (Nutrition) Investigation (Investigation) Lesson 3: Designing Soup LO: To design a Fruit and Vegetable Soup. Big Ideas (Aspects) Nature (Food preparation and cooking)	Art: Textiles Lesson 1: Exploring threading and weaving. LO: To develop threading and weaving skills. (linked to Handa's Surprise) ELG-EAD:CWM1 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) ELG-EAD:CWM1 Big Ideas (Aspects) Materials (Fabric & Paper)	DT: Seasonal Project Lesson: Hanging Easter Egg Threading LO: To design and create a hanging Easter egg decoration. DM:R:EAD20 ELG-EAD:CWM1 Big Ideas (Aspects) Materials (Materials for purpose) Investigation (Investigation)

				<p>Nature (Nutrition)</p> <p>Creativity (Generation of ideas)</p> <p>Lesson 4: Fine Motor Skills (playdough table – all week) LO: To practise cutting with a knife. To learn how to use a knife safely.</p> <p>Big Ideas (Aspects)</p> <p>Humankind (Staying Safe)</p> <p>Investigation (Investigation)</p> <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>		
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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):</p>	<p>Musical Stories</p> <p>Lesson 2: 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): Investigation (Listening, Music appreciation) Creativity (Singing, Performance)</p>	<p>Musical Stories</p> <p>Lesson 3: 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 4: Musical Story composition.</p> <p>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.</p> <p>Big Ideas (Aspect): Creativity (Composition)</p>	<p>Musical Stories</p> <p>Lesson 5: 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>	

	Investigation (Music appreciation)					
UTW Geog.				<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 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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>Attack v Defence: Games for Understanding</p> <p>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>Attack v Defence: Games for Understanding</p> <p>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>

				<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>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>	
PSHE	<p>Healthy Me</p> <p>Lesson 1: Everybody's body.</p> <p>LO: To understand that I need to exercise to keep my body healthy.</p> <p>Big Ideas (Aspects) Humankind (Healthy Lifestyle)</p>	<p>Healthy Me</p> <p>Lesson 2: We like to move it, move it!</p> <p>LO: To understand how moving and resting are good for my body.</p> <p>Big Ideas (Aspects) Humankind (Healthy Lifestyle)</p>	<p>Healthy Me</p> <p>Lesson 3: Food, Glorious food!</p> <p>LO: To know which foods are healthy and not so healthy and can make healthy eating choices,</p> <p>Big Ideas (Aspects) Humankind (Healthy Lifestyle)</p>	<p>Healthy Me</p> <p>Lesson 4: Sweet dreams.</p> <p>LO: To know how to help myself go to sleep and understand why sleep is good for me.</p> <p>Big Ideas (Aspects) Humankind (Healthy Lifestyle)</p>	<p>Healthy Me</p> <p>Lesson 5: Keeping Clean.</p> <p>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.</p> <p>Big Ideas (Aspects) Humankind (Healthy Lifestyle) Humankind (Personal Hygiene)</p>	<p>Healthy Me</p> <p>Lesson 6: Safe adults.</p> <p>LO: To know who my safe adults are and how to stay safe if they are not close by me.</p> <p>Big Ideas (Aspects) Significance (Relationships)</p>
Comp.	<p>Managing Online Information</p> <p>Lesson 1: Interactive Video lesson.</p> <p>LO: To talk about how to use the internet to find things out.</p>	<p>Managing Online Information</p> <p>Lesson 2: What devices can be used to get on the internet?</p> <p>LO: To talk about how to use the internet to find things out.</p>	<p>Managing Online Information</p> <p>Lesson 3: How can the internet be used to find out information?</p> <p>LO: To talk about how to use the internet to find things out.</p>	<p>Managing Online Information</p> <p>Lesson 4: Can I search for information?</p> <p>LO: To talk about how to use the internet to find things out.</p>	<p>Managing Online Information</p> <p>Lesson 5: What devices can be used to access the internet?</p> <p>LO: To talk about how to use the internet to find things out.</p>	<p>Managing Online Information</p> <p>Lesson 6: Hot and Cold game.</p> <p>LO: To talk about how to use the internet to find things out.</p>

	To identify devices that could we used to access information on the internet.	To identify devices that could we used to access information on the internet.	To identify devices that could we used to access information on the internet.	To identify devices that could we used to access information on the internet.	To identify devices that could we used to access information on the internet. Use Nelly and Nora interactive weather picture program on CBeebies.	To identify devices that could we used to access information on the internet.
RE	<p>SALVATION Why do Christians put a cross in an Easter Garden?</p> <p>Lesson 1: LO: What shape is a special symbol for Christians</p>	<p>SALVATION Why do Christians put a cross in an Easter Garden?</p> <p>Lesson 2: Palm Sunday. LO: Why are Christians given palm crosses?</p>	<p>SALVATION Why do Christians put a cross in an Easter Garden?</p> <p>Lesson 3: Good Friday. LO: What happened to Jesus at Easter time?</p>	<p>SALVATION Why do Christians put a cross in an Easter Garden?</p> <p>Lesson 4: Good Friday. LO: What do Christians do on Good Friday?</p>	<p>SALVATION Why do Christians put a cross in an Easter Garden?</p> <p>Lesson 5: Easter Sunday. LO: How do Christians celebrate Easter Sunday?</p>	<p>SALVATION Why do Christians put a cross in an Easter Garden?</p> <p>Lesson 6: Jesus' name means, 'He saves' LO: What does the name Jesus mean?</p>