




EYFS Term 5 Medium Term Plan: 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
<p><i>Class Text: Bee & Me by Alison Jay</i> <i>The Very Hungry Caterpillar, Butterfly Bouquet, Are you a Snail? Mad about Minibeasts</i></p>						
English	<p>Daily whole class shared and modelled writing</p> <p>The Very Hungry Caterpillar LO: To create a food diary.</p>	<p>Daily whole class shared and modelled writing</p> <p>Bee & Me Session 1: LO: To write simple information about bees.</p> <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 • To taste different kinds of honey and describe it (Beekeeper visit) 	<p>Daily whole class shared and modelled writing</p> <p>Bee & Me 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:</p>	<p>Daily whole class shared and modelled writing</p> <p>Bee & Me Session 7: 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 <p>L.O: To label the parts of a Bee.</p> <p>L.O: To design a poster.</p>	<p>Daily whole class shared and modelled writing</p> <p>Ladybird Facts – Ladybirds have spots.</p>  <p>African Snail Facts – Are you a snail? https://www.youtube.com/watch?v=H5PiUuAPv4</p>	<p>Daily whole class shared and modelled writing</p> <p>Sunny Day poems – Senses.</p>

		<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>Bee & Me</p> <p>Session 3: LO: To sequence events in a story.</p> <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 	<p>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>Session 6: 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. 	<ul style="list-style-type: none"> Recall simple information about bees. Know the purpose of a poster 		
Phonics	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: short vowels CVCC</p> <p>Tricky Words: said so have like</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: short vowels CVCC CCVC</p> <p>Tricky Words: some come love do</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: short vowels CCVCC CCCVC CCCVCC longer words</p> <p>Tricky Words: were here little says</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: longer words compound words</p> <p>Tricky Words: there when what one</p>	<p>Little Wandle Letters and Sounds Revised – Phase 4</p> <p>GPCs: root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>Tricky Words: out today</p>	<p>Summer 1 Assessment and Consolidation</p>

<p>Maths</p>	<p>To 20 and Beyond Number Continue to practise and consolidate number bonds to 10 Subitising small quantities (dice and dominos) Regular counting on and back within 10. Number patterns to 20 Matching Pictures to numerals Ten frame fill Estimating Ten frame subtraction</p>	<p>To 20 and Beyond Number Missing Numbers Ordering Numerals to 20 Comparing tens frames – number to 20. W</p>	<p>To 20 and Beyond Number Continue to practise and consolidate number bonds. Counting backwards and forward to 20 Spatial reasoning Find my match – shapes Find my match – Models Match and fill - shape pictures Replicate my shape Tangrams</p>	<p>First, Then, Now Number Number to 20 – counting to 20 Counting On Adding More – First, then, now number stories Adding More – Missing number – First, Then?, Now Adding more – Missing number - First?, Then, Now Text: Mr Gumpy’s Outing</p>	<p>First, Then, Now Number Taking away – subtraction – First, then, now Taking away – subtraction – First, then?, now Text: Kipper’s Toy Box</p>	<p>First, Then, Now Number + - ‘Digging Deeper’ Numbers to 20. Spatial reasoning. Compose and decompose Read ‘Grandpa’s Quilt’ Making new shapes – Triangles Making new shapes – Squares Making new shapes with Tangrams Pattern Blocks</p>
<p>UTW History</p>	<p>David Attenborough (History) https://www.youtube.com/watch?v=oAh-U0WBfI4 Little People, Big Dreams https://www.youtube.com/watch?v=Rjc0a93XsYs David Attenborough History</p>	<p>St George’s Day (23rd April) LO: To understand the meaning of St George’s Day.</p>	<p>David Attenborough (History) https://www.youtube.com/watch?v=oAh-U0WBfI4 Little People, Big Dreams https://www.youtube.com/watch?v=Rjc0a93XsYs David Attenborough History</p>	<p>David Attenborough (History) https://www.youtube.com/watch?v=oAh-U0WBfI4 Little People, Big Dreams https://www.youtube.com/watch?v=Rjc0a93XsYs David Attenborough History</p>	<p>David Attenborough (History) https://www.youtube.com/watch?v=oAh-U0WBfI4 Little People, Big Dreams https://www.youtube.com/watch?v=Rjc0a93XsYs David Attenborough History</p>	
<p>UTW Science</p>	<p>Life Cycle of a Butterfly</p>	<p>Outside Explorers – Seasonal changes LO: To identify flora and fauna.</p>		<p>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</p>		<p>Lo: To use my senses. Summer senses poem I can see I can smell I can hear</p>

	 <p>Amazing Life Cycle of the Monarch Butterfly - YouTube</p> <p>The Butterfly Song for Children Egg Caterpillar Chrysalis Patty Shukla - YouTube</p> <p>DM3-4:UTW4</p>	<p>Walk around our school environment – Introduction to Forest School lesson – identify flora and fauna – gardens spotting sheet.</p> <p>How is honey made? - Beekeeper visit</p>		<p>age appropriate, e.g. wing, leg, sting, head, body, antenna.</p>		<p>I can feel I can taste</p>
<p>DT</p> <p>Art</p>	<p>Art: Creation Station: Sculpture and 3D</p> <p>Lesson 1: Clay</p> <p>LO: To explore clay and its properties.</p> <p>ELG-EAD:CWM1</p> <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)</p>	<p>Art: Creation Station: Sculpture and 3D</p> <p>Lesson 4: Designing animal sculptures (Bee Hotels)</p> <p>LO: To generate inspiration and conversation about sculpture art and artists.</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>Art: Creation Station Sculpture and 3D</p> <p>Lesson 6: Painting animal sculptures</p> <p>LO: To make a 3D clay sculpture using the designs created last lesson.</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) Materials (Paint)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p>	<p>Art: Seasonal Crafts</p> <p>Lesson: Petal Mandala Suncatchers</p> <p>LO: To express artistic ideas and feelings through the creation of a nature mandala.</p> <p>Materials</p> <p>Creativity (Creation)</p> <p>Nature (Natural Form)</p>	

	<p>Materials (Malleable Materials)</p> <p>Creativity (Creation)</p>	<p>Creativity (Generation of ideas)</p> <p>Nature (Natural Form)</p> <p>Lesson 5: Creating animal sculptures. (mini beast) 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>Creativity (Creation)</p> <p>Nature (Natural Form)</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: To 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. 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 5: 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>Local landmarks – Bee's journey</p> <p>What sights and landmarks do you think the bee would</p>		

		Walk around our school environment identify flora and fauna – gardens spotting sheet.		see if it travelled in your local area or environment? Provide Binoculars, clipboards and sketching materials – linked to class text		
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>The Butterfly Dance – Lifecycle of a Butterfly. Processes (Dance)</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>Team Building</p> <p>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>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>	<p>Team Building</p> <p>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>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>	<p>Team Building</p> <p>Pass the Buck</p> <p>LO: To continue to develop cooperation and communication skills to successfully complete a challenge as a team.</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities) Processes (Sending and Striking)</p>	<p>Team Building</p> <p>Circle of Fire</p> <p>LO: To explore simple strategies as a team.</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities) Processes (Sending and Striking)</p>
PSHE	<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) Significance (Significant People)</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) Significance (Significant People)</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) Creativity (Vocabulary)</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) Creativity (Speaking, Listening, Sharing)</p>

<p>Comp.</p>	<p>Health, Wellbeing and Lifestyle</p> <p>Lesson 1: Interactive video lesson.</p> <p>LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>To give some examples of these rules.</p>	<p>Health, Wellbeing and Lifestyle</p> <p>Lesson 2: What are the rules when using technology at home and at school?</p> <p>LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>To give some examples of these rules.</p>	<p>Health, Wellbeing and Lifestyle</p> <p>Lesson 3: What can happen if we don't follow the rules?</p> <p>LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>To give some examples of these rules.</p>	<p>Health, Wellbeing and Lifestyle</p> <p>Lesson 4: Technology rules or not?</p> <p>LO: To identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>To give some examples of these rules.</p>	<p>Privacy and Security</p> <p>Lesson 1: Interactive video lesson.</p> <p>L.O: To identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>To describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>Privacy and Security</p> <p>Lesson 2: What is your personal information?</p> <p>L.O: To identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>To describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>
<p>RE</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p> <p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals.</p> <p>Lesson 1: Children of Faith.</p> <p>LO: Are we all the same?</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p> <p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals.;</p> <p>Lesson 2:</p> <p>LO: What does the story of David and Goliath teach Jewish people?</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p> <p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals.</p> <p>Lesson 3:</p> <p>LO: What are the messages Jewish people learn from the story of Jonah?</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p> <p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals.</p> <p>Lesson 4:</p> <p>LO: Why are stories important to Muslim children? (The Prophet and the Tiny Ants).</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p> <p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals</p> <p>Lesson 5:</p> <p>LO: Why are stories important to Muslim children? (The old woman and the Prophet)</p>	<p>WORLD FAITHS</p> <p>Which stories are special and why?</p> <p>How do stories help people know how to behave?</p> <p>World Faiths stories and festivals</p> <p>Lesson 6:</p> <p>LO: What do Sikh people learn from the example of Guru Nanak?</p>

