

# EYFS Curriculum: Medium Term Plan

Nursery 3/4 | Summer 1 | Cycle 2 | Once Upon a Time



**United Curriculum**  
Primary

Part of United Learning

# Overview of EYFS Medium Term Plans

	Nursery 2	Nursery 3-4		Reception
		Cycle 1	Cycle 2	
Autumn	It's Good To Be Me	Marvellous Me	Look at Me!	Me and my World
	Colour	It's Getting Cold Outside	Bears	My Heroes
	Winter	Polar Express	Special Days	Standing Ovation
Spring	Buildings and Homes	On the Move	Toys	Castles, Knights and Dragons
	Dinosaurs	On the Farm	Food Glorious Food	Spring in Our Step
Summer	Water	Once Upon a Time 1	Once Upon a Time 2	Where We Live
	What's Outside?	All Creatures Great and Small 1	All Creatures Great and Small 2	Science Detectives



# Unit overview

## Communication & language and literacy



### Communication and Language:

- Understand 'why' questions.
- Be able to tell a long story.
- Use longer sentences of four to six words.

### Literacy:

- Understand the five key concepts about print.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing.
- Write some letters accurately.

## Mathematics



### Number:

- Fast recognition of up to 3 objects, without having to count them.
- Compare quantities using language: 'more than', 'fewer than'
- Solve real world mathematical problems with numbers up to 5
- Showing the right number of objects to match the numeral, up to 5

### Measure:

- Make comparisons between objects relating to weight and capacity.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### Position and Direction:

- Describe a familiar route using spatial words.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Understand and use positional language through words alone.

## Understanding the world



### Development matters

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.
- Talk about what they see, using a wide vocabulary.

## Physical Development



### Development matters

- Match their developing physical skills to tasks and activities in the setting.
- Choose the right resources to carry out their own plan. Collaborate with others to manage large items.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

## PSED



### Development matters

- Select and use activities and resources to help them to achieve a goal.
- Develop their sense of responsibility and membership of a community.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

## Expressive Arts and Design



### Development matters

- Use drawing to represent ideas like movement or noise.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and use these shapes to represent objects.
- Draw with increasing complexity and detail.

# Communication & language and literacy



Week	Focus	Core texts and learning tasks
1/2	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- The names of the different parts of a book</li> <li>- Page sequencing</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary:                             <ul style="list-style-type: none"> <li>- Key events, characters and setting from familiar stories.</li> <li>- Answer who, what and where questions from stories.</li> </ul> </li> </ul>	<p><b>Goldilocks and the Three Bears</b></p> <ul style="list-style-type: none"> <li>Answer who, what and where questions about the story.</li> <li>Begin to answer 'why' questions about the story e.g.: Why did the bears go for a walk?</li> <li>Learn the story by rote using Talk for Writing strategies.</li> <li>Retell the story using images in the book, turning the pages and reading from left to right.</li> <li>Describe the key characters using Role on the Wall with teacher scribe.</li> <li>Reenact the story in their play (role-play, den building).</li> </ul>
3/4	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Use longer sentences of four to six words.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>Write some letters accurately.</li> </ul>	<p><b>Hansel and Gretel</b></p> <ul style="list-style-type: none"> <li>Begin to answer 'why' questions about the story.</li> <li>Make a 'Wanted' poster for the witch.</li> <li>Design their own gingerbread house and add labels.</li> <li>Follow trails through the woodland, take pictures and label what they see.</li> </ul>



# Communication & language and literacy



Week	Focus	Core texts and learning tasks
5/6	<p><b>Communication and Language:</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- The names of the different parts of a book</li> <li>- Page sequencing</li> <li>- We read English text from left to right and from top to bottom</li> <li>- Print can have different purposes</li> </ul> </li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> </ul>	<p><b>The Three Billy Goats Gruff</b></p> <ul style="list-style-type: none"> <li>• Join in repeated refrains and repeat them in their play.</li> <li>• Learn the story by rote using Talk for Writing strategies.</li> <li>• Retell the story using images in the book, turning the pages and reading from left to right.</li> <li>• Reenact the story in their play. (Role-play, outdoor area)</li> <li>• Make a 'wanted' poster for the Troll.</li> </ul>
1-6	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:-                             <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- <i>Develop awareness of sounds made with instruments</i></li> <li>- <i>Orally blend and segment words</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of instruments for sound effects in the retelling of traditional stories.</li> <li>• Play a listening game, speaking and identifying the biggest/smallest bear/goat.</li> <li>• Play oral blending and segmenting games</li> <li>• Play 'Rhyming Soup.'</li> </ul>





Week	Focus	Core learning tasks
1	<p><b>Counting and Subitising:</b></p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('perceptual subitising').</li> <li>Say when the number is the same.</li> </ul> <p><b>Counting:</b></p> <ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>	<ul style="list-style-type: none"> <li>Match images of 3 objects to the 3 bears.</li> <li>Set the table for the 3 bears matching the same number.</li> <li>Explore matching representation of 1, 2 and 3 objects.</li> <li>Make collections of 1, 2 and 3 objects.</li> </ul>
2	<p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the song 'When Goldilocks went to the House of the Bears,' song, talking about size.</li> <li>Sort real life objects according to size.</li> <li>Sort compare bears according to size.</li> <li>Explore capacity by filling bowls with porridge. Describe when they are full/empty/ half-full. Which bowl hold the most/least?</li> <li>Explore the capacity of different measuring containers including scoops and measuring jugs.</li> </ul>
3	<p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>Describe a familiar route using spatial words.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Understand and use positional language through words alone.</li> </ul>	<ul style="list-style-type: none"> <li>Describe where the route Hansel and Gretel took through the woods using positional language.</li> <li>Use spatial words to describe where they have hidden the wolf for their peers to find. 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.</li> <li>Create journeys through the wood in the outdoor area. Recall the route and the order of things seen on the way.</li> </ul>





Week	Focus	Core learning tasks
4	<p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to weight and capacity.</li> </ul> <p><b>Comparing Numbers:</b></p> <ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than'</li> </ul> <p><b>Counting:</b></p> <ul style="list-style-type: none"> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>	<ul style="list-style-type: none"> <li>• Weigh the ingredients for the gingerbread house and compare the amounts of different ingredients used.</li> <li>• Use balancing scales to compare the weight of different objects.</li> <li>• Sort and compare the number of different sweets to decorate the gingerbread house.</li> <li>• Count out the correct number of buttons/ chocolates/ sweets to go on gingerbread house. (laminated, real and in playdough)</li> </ul>
5	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence the key events in the story <i>The Three Billy Goats Gruff</i>.</li> <li>• Use the sequenced pictures to describe the sequence of events using <i>first, then, next, after that and finally</i>.</li> <li>• Describe the sequence of everyday routines.</li> </ul>
6	<p><b>Comparing Numbers:</b></p> <ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> </ul>	<ul style="list-style-type: none"> <li>• Make direct comparison between sets of 1-5.</li> <li>• Sing number rhymes to 5. Explore what happens when items are added or taken away.</li> <li>• Count the number of small/large steps it takes to cross a bridge.</li> </ul>



# Personal, Social and Emotional Development



## Pupils should be able to:

### Development matters

- Select and use activities and resources. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

	What the children will do	What the practitioners should do
Activity	Refer to the story, <i>'Goldilocks and the 3 Bears.'</i> Suggest things that Goldilocks could do to make it up to Baby Bear. Share their own thoughts and feelings about what makes them feel better when they are sad. Discuss what they can do if one of their friend is feeling sad. Explore what it means to say sorry.	<ul style="list-style-type: none"> <li>• Model suggestions using a sentence stem. <i>'Goldilocks could make Baby Bear feel better by...'</i></li> <li>• Ask questions to support children in reflecting on their own experiences. Provide emotion words and pictures.</li> <li>• <i>What do you think Goldilocks should say to the three Bears and why?</i></li> </ul>
Activity	Discuss the characters from the traditional stories they know. Reflect on how they felt at different points in the story. Reflect on when they have been frightened/sad/frustrated. Talk about stranger danger.	<ul style="list-style-type: none"> <li>• Ask questions. <i>How the bears feel when they saw what Goldilocks had done? Why? How would you feel? What do you think Goldilocks should say to the three Bears and why? How do you think Hansel and Gretel felt when they were lost? How would you feel?</i></li> </ul>
Enhanced Provision: Construction	Build a new chair or bed for Baby Bear, selecting resources from a wide selection. Explain their reason for selecting materials and processes.	Ask questions e.g. <i>What materials are you using? How did you choose to...? What other materials could you use? What makes you think that? What do you think about...?</i>



# Physical Development



## Pupils should be able to:

### Development matters

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

	What the children will do	What the practitioners should do
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Negotiate an obstacle course deciding how they are going to move on, over, under and through each obstacles.</li> <li>2. Join in organised games e.g. <i>What's the Time Mr Wolf</i>, <i>Hopscotch</i> game based on the Billy Goats Gruff story. Move quickly and slowly and jump over small obstacles.</li> </ol>	<ul style="list-style-type: none"> <li>• Create an obstacle course to represent Hansel and Gretel's journey through the wood.</li> <li>• Teach children how to play games like <i>What's the Time Mr Wolf</i>.</li> <li>• Use parallel talk to introduce movement vocabulary.</li> </ul>
<b>Enhanced Provision:</b> Malleable Materials	Make gingerbread houses with playdough. Use their hands to mould into shape. Select the appropriate tools to add decoration and cut. Use fine motor skills to add decorations: buttons, sequins, jewels.	<ul style="list-style-type: none"> <li>• Model vocabulary e.g.: <i>roll, knead, cut, bake, decorate, pinch, push, squash, mould</i>.</li> <li>• Play alongside the children, modelling how to use the tools.</li> </ul>
<b>Enhanced Provision:</b> Outdoor Physical Development	Collaborate with others to build their own obstacle courses using large items, such as long planks, crates and large hollow blocks. Deciding how they are going to move on, over, under and through each obstacles.	<ul style="list-style-type: none"> <li>• Model safe movement of larger equipment.</li> <li>• Reinforce safety messages.</li> <li>• Use parallel talk to introduce movement vocabulary.</li> <li>• Provide physical support such as holding hands as they balance as children build up their confidence.</li> </ul>



# Understanding the World (1/2)



## Pupils should be able to:

### Development matters

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.
- Talk about what they see, using a wide vocabulary.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>1) Look carefully at and explore different materials, sorting them according to different criteria e.g.: natural/ artificial, their texture Extension: Work in pairs to sort a selection of materials. Explain how they have sorted them. Leave in the investigation area for independent exploration</p> <p>2) Use materials to create a path through the wood for Hansel and Gretel.</p>	<ul style="list-style-type: none"> <li>• Model key vocabulary e.g. <i>hard, soft, rough, smooth, shiny or dull</i>.</li> <li>• Model sorting the materials, narrating your thinking.</li> <li>• Ask questions: <i>What does it feel like? Is it rough/smooth? Which materials can you see through/ see your reflection in?</i></li> <li>• Talk about the bread crumb path in the story of Hansel and Gretel. What materials would they be able to see easily from those they explored?</li> </ul>
<b>Enhanced Provision:</b> Outdoor / Indoor Construction	<p>Construct bridges for the goats to cross the river, exploring and selecting from a range of materials. Draw out their designs before constructing.</p> <p>Test the strength of their bridge.</p>	<ul style="list-style-type: none"> <li>• Model drawing detailed plans their bridges (link to EAD).</li> <li>• Share photographs of different bridges.</li> <li>• Model your thinking as you make a bridge, including reflecting on and modifying the design.</li> <li>• Ask questions: <i>What materials are you using? How did you choose to...? What other materials could you use? What makes you think that? What else could you try?</i></li> </ul>



# Understanding the World (2/2)



## Pupils should be able to:

### Development matters

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.
- Talk about what they see, using a wide vocabulary.

	What the children will do	What the practitioners should do
Activity	<p>1) Bake cakes and biscuits to create a gingerbread house. Talk about the changes they notice when the ingredients are mixed together and when they are cooked. Look at the baked cakes and biscuits. <i>Can you see the eggs or the sugar or the butter inside the cake?</i></p> <p>2) Talk about the troll in the story of The Three Billy Goats Gruff. Explore what would happen to his clothes (and other materials) by washing them in the water tray. Observe the changes as they get wet and then dry.</p>	<ul style="list-style-type: none"><li>• Take photographs of each stage for later discussion. Describe what is happening, modelling key vocabulary e.g. solids turning to liquids, solids and liquids combining.</li><li>• Complete appropriate risk assessments and remind children to wash their hands. Be aware of food allergies.</li><li>• Encourage children to observe what happens to different materials they put in water.</li><li>• Talk to the children about how heavy the clothing is when it is wet. <i>How can they get it dry?</i></li><li>• Encourage the children to dry the clothes in different places. (Washing line in the sun/shade, on the radiator) What happens?</li></ul>



# Expressive Arts and Design



## Pupils should be able to:

### Development matters

- Use drawing to represent ideas like movement or loud noises.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

	What the children will do	What the practitioners should do
Activity	<p>Explore, describe and create textures through:</p> <ul style="list-style-type: none"> <li>• Eating porridge and food with texture.</li> <li>• Tree rubbings.</li> <li>• Making a scarecrow troll.</li> </ul>	<ul style="list-style-type: none"> <li>• Model vocabulary to describe texture.</li> <li>• Provide a variety of materials for the children to choose from to create the troll. What do you think his face feels like?</li> </ul>
Activity	<p>1) Draw their own pictures of the 3 bear's house/ the Troll's bridge. Create closed shapes with continuous vertical and horizontal lines. Create textured surfaces.</p> <p>2) Draw/paint pictures of the troll/ 3 bears using continuous anti-clockwise circles to enclose space.</p> <p>3) Draw pictures of the biggest Billy Goat and the Troll. Use drawing to represent running, falling and splashing.</p>	<ul style="list-style-type: none"> <li>• Model holding the tools.</li> <li>• Model drawing/painting the continuous lines.</li> <li>• Provide opportunities for children to practice vertical and horizontal lines and anticlockwise circles using gross and fine motor skills.</li> <li>• Share ideas on how to represent sound and movement. Look at illustrations in books for examples.</li> </ul>



# Resources

## Topic Book Box

### Fiction

Goldilocks and the Three Bears  
Hansel and Gretel  
The Three Billy Goats Gruff  
Each Peach Pear Plum by Allan Ahlberg and Janet Ahlberg  
The Elve's and the Shoe Maker  
Cinderella  
Sleeping Beauty

### Songs, Rhymes and Poetry

When Goldilocks Went to the House of the Bears  
The Bear Went Over the Mountain  
Diddle, Diddle Dumpling my Son John.  
Jack and Jill

## Provision Areas

### Maths Area

- Balancing scales
- Measuring containers
- 3 Billy Goats Gruff sequencing cards
- Baskets
- Compare bears
- Role-play resources small/medium and large.

### Creative Area

- Selection of painting and drawing tools
- Bark
- Textured materials

### Outdoor Physical

- Planks
- Large bricks
- Crates
- Hoops
- Tunnels

### Construction

- Range of construction materials Selection of tools
- Pplanning and design sheets
- Bridge pictures

### Science Investigation

- Plastic
- Wood
- Metal
- Paper
- Cardboard
- Stone
- Shells
- Cones
- Seeds,
- Leaves
- Fabric
- Rubber.

### Book Corner

- Story maps

### Malleable Area

- Recipe cards
- Cake cases
- Baking trays
- Playdough tools
- Sequins
- Pom poms
- Buttons
- Jewels

### Other

- Baking ingredients
- Recipe cards
- Mixing bowls/spoons
- Scales
- Access to an oven
- Cake cases/tins
- Baking trays
- Sweets
- Porridge
- Other textured food

### Water

- Clothes
- Washing line

# Document Updates

The table below outlines any changes that have been made to this document.

Last Updated: 10/03/22

Date of change	Slide number	Change / Update	Explanation
10/03/22	<a href="#">Understanding the world (Slide 10)</a>	<ul style="list-style-type: none"><li>Removed the following from modelled key vocabulary:<ul style="list-style-type: none"><li>- heavy/light</li><li>- springy/firm</li></ul></li></ul>	<ul style="list-style-type: none"><li>'Heavy/light' is not a property of a material. A material can be more or less dense, but the heaviness of a material can also depend on the quantity of the material.</li><li>'Springy/light' is removed as too similar to hard/soft.</li></ul>
10/03/22	<a href="#">Understanding the World (Slide 11)</a>	<ul style="list-style-type: none"><li>Vocabulary change – 'weight' is removed and replaced with 'how heavy'.</li></ul>	<ul style="list-style-type: none"><li>Avoid using 'weight' where possible as weight is not the same as mass. Instead use 'mass' or 'how heavy something is'.</li></ul>

