

EYFS Curriculum: Medium Term Plan

Nursery 3/4 | Autumn 1 | Cycle 2 | Look at Me



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:

- Be able to talk about familiar books:
 - Sit and listen to a story
 - Answer simple question about what they have heard
- Develop their communication:
 - Speak in simple sentences

Literacy:

- Use some of their print and letter knowledge in their early writing.
 - tell an adult about the marks they make
- Develop their phonological awareness:
 - Join in with nursery rhymes
 - Sing some nursery rhymes independently
- Discriminate between environmental sounds

Mathematics



Match and Sort:

- Begin to sort objects according to colour, size or shape.

Link numerals and amounts/Counting:

- Showing the right number of objects to match the numeral for 1 and 2.
- Subitise small groups of objects.
- Recite numbers to 5
- Begin to show 'finger numbers' up to 5 when joining number songs and rhymes

Measure

- Make comparisons between objects relating to size and length.

Understanding the world



Development matters

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.

Physical Development



Development matters

- Start taking part in some group activities which they make up for themselves, or in teams.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use one-handed tools.
- Show a preference for a dominant hand.

PSED



Development matters

- Select and use activities and resources, with help when needed.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children.

Expressive Arts and Design



Development matters

- 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.
- Take part in simple pretend play.

Communication & language and literacy



Week	Focus	Core texts and learning tasks
1/2	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Be able to talk about familiar books: <ul style="list-style-type: none"> - Sit and listen to a story - Answer simple question about what they have heard • Develop their communication: <ul style="list-style-type: none"> - Speak in simple sentences 	<p>Love Makes a Family by Sophie Beer</p> <ul style="list-style-type: none"> • Frequently re-read the text becoming increasingly familiar with it. • Answer questions about the pictures and what they have heard. • Bring in a picture of their family from home to talk about in small groups.
3/4	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Be able to talk about familiar books: <ul style="list-style-type: none"> - Sit and listen to a story - Answer simple question about what they have heard <p>Literacy:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. - Tell an adult about the marks they make 	<p>Five Minutes Peace by Jill Murphy</p> <ul style="list-style-type: none"> • Frequently re-read the text becoming increasingly familiar with it. • Answer questions about the pictures and what they have heard. • Draw a picture of their family or people who are special to them and label their picture. (adult scribe)
1-4	<p>Literacy:</p> <ul style="list-style-type: none"> • Develop their phonological awareness: <ul style="list-style-type: none"> - Join in with nursery rhymes - Sing some nursery rhymes independently • Discriminate between environmental sounds 	<ul style="list-style-type: none"> • If You're Happy and you Know It • If You're Wearing Red Shake Your Head • Heads, Shoulders, Knees and Toes • Put your Finger on your Nose • Miss Poly Had a Dolly • Twinkle, Twinkle Little Star <ul style="list-style-type: none"> • Recognise different sounds we hear around the house: doorbell, telephone, washing machine, etc.





Week	Focus	Core learning tasks
1/2	<p>Match and Sort</p> <ul style="list-style-type: none"> • Begin to sort objects according to colour, size or shape. 	<ul style="list-style-type: none"> • Introduce each provision area to children, explaining where things belong. • Talk about how the resources have been sorted. Empty the baskets and ask the children to sort them. • Explore sorting and matching objects with loose parts and in other areas of provision.
2/3	<p>Link numerals and amounts/Counting:</p> <ul style="list-style-type: none"> • Showing the right number of objects to match the numeral for 1 and 2. • Subitise small groups of objects. • Recite numbers to 5 • Begin to show 'finger numbers' up to 5 when joining number songs and rhymes 	<ul style="list-style-type: none"> • Using a pre-printed template of a house or a dolls house, count out and name the number of people that live in their house and place them on a pre-cut house • Explore moving people to different rooms. How many? • Sing number rhymes with up to 3 characters e.g. Three Blind Mice and 2 Little Dicky Birds • Explore finding 1 and 2 objects in provision.
4	<p>Measure</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size and length. 	<ul style="list-style-type: none"> • Listen to the story Titch by Pat Hutchins • Sort items in small and large sizes (balls, stuffed animals, cut out people shapes). • Begin to order 3 items according to size.



Personal, Social and Emotional Development



Pupils should be able to:

Development matters

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

	What the children will do	What the practitioners should do
Activity	<p>Contribute to an <i>All About Me</i> book as part of transition.</p> <ul style="list-style-type: none"> • Draw pictures of themselves and their families. • Talk to an adult about what they like to do, are good at and what they would like to get better at. 	<ul style="list-style-type: none"> • Ask parents to contribute by completing slips about their child and read them out in the setting. "(child's name) is special to us because..." <p>Model talking about themselves.</p>
Activity	<p>Join in small group circle time: Passing ball around and saying name I Spy name game. Who's hiding? Who's in my family? What do I like to do/play/favourite toy? Discuss people who are special and important to them.</p>	<ul style="list-style-type: none"> • Model how to play each game. • Model turn taking. • Introduce each child by name to the rest of the group. • Provide sentence starters to support children in speaking in a full sentence.
Enhanced Provision: Construction / Small World	<p>Work together with 1 other child to create small worlds and constructions.</p>	<ul style="list-style-type: none"> • Model friendly behaviour and playing co-operatively with 1 other person. • Set children simple challenges that encourage them to work with a friend.



Physical Development



Pupils should be able to:

Development matters

- Start taking part in some group activities which they make up for themselves, or in teams.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand.

	What the children will do	What the practitioners should do
Activity	Play 'Body Match' game in pairs. Play music then stop it. Call out a body part that they need to match. If you say "Knees" the children need to make one or both of their knees touch the knees of their partner.	<ul style="list-style-type: none"> • Model how to play the game with another adult. • Give clear instructions. • Join in with the actions until the children are confident with the vocabulary. • Emphasise the names of body.
Activity	Play 'Follow My Leader'. Explore different actions and movements e.g. waving, jumping, leaping, tiptoeing etc shared by the adult. Have a go at leading their friends.	<ul style="list-style-type: none"> • Encourage all the children to copy the actions of the leader of the line. • Support the children to take turns in being the leader.
Enhanced Provision: Playdough	Mould facial features and create different faces from playdough. Begin to use playdough tools to add details to their faces.	<ul style="list-style-type: none"> • Model moulding, rolling, squeezing the playdough. • Play alongside the children using self talk to describe what you are doing.
Enhanced Provision: Outdoor Physical Development	Play Musical Statues. Move and balance in different ways. Operate the CD player themselves after modelling from an adult.	<ul style="list-style-type: none"> • Model moving in different ways. • Model balancing on different parts of the body when the music stops. • Model using the CD player.



Understanding the World



Pupils should be able to:

Development matters

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	What the children will do	What the practitioners should do
Activity	In small groups, share their photographs of their families.	<ul style="list-style-type: none"> • Model vocabulary: <i>Mum, dad, parent, carer, grandad, grandma, nana, aunty, uncle, niece, nephew etc.</i>
Activity	<p>Ask the children what types of jobs their families need to do at home and what jobs they can help with.</p> <p>Sing the song (sung to Mulberry Bush)</p> <p>Extension: What do family members do outside the home?</p>	<ul style="list-style-type: none"> • Teach the song words through modelling. "This is a job we do at home at home, do at home, do at home. This is a job we do at home, my family and me!" • Suggest jobs with actions: doing dishes, folding clothes, washing the dog, etc.
Enhanced Provision: Small world	<p>Use small-world figures to talk about families and re enact their experiences at home.</p> <p>Talk about who lives in their house.</p> <p>Name other family members who live outside their household.</p>	<ul style="list-style-type: none"> • Talk about how all families are different and have families have different numbers of people in them. Share some examples through books about families. • Talk about extended family relationships beyond the people they live with.
Enhanced Provision: Role play	Take on the role of different family members completing tasks around the house and garden. Talk about their immediate family.	<ul style="list-style-type: none"> • Provide images of the different jobs around the house introduced through the song. • Model acting out these tasks.



Expressive Arts and Design



Pupils should be able to:

Development matters

- 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.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.

	What the children will do	What the practitioners should do
Activity	Make a photo frame for their family photograph. Add a picture of their family to the finished frame.	<ul style="list-style-type: none"> • Give each child four craft sticks and model how to glue them together to make a frame. • Model some ideas for decorating the frame. • Provide a good range of resources for children to choose from in order to make the frame special.
Activity	Create a portrait of themselves using their photo or a mirror. Children can either draw, paint or collage their own self portrait. Describe their features e.g hair colour and length, eye and skin colour.	<ul style="list-style-type: none"> • Model drawing or painting, looking in the mirror and describing features. • Support children to hold the mark making tools correctly. • Introduce vocabulary: <i>hair, long, short, straight, curly</i>. • <i>Talk about similarities and differences.</i>
Enhanced Provision: Water Tray	Home and family themed activities: <ul style="list-style-type: none"> • Wash dishes after a meal or snack time • Bath the baby • Wash clothes • Peg the the clothes on a washing line 	<ul style="list-style-type: none"> • Provide dishes, dish towels, and of course, soap for bubbles/ dolls, soap, and facecloths to give them a bath/doll clothes, soap, washing line and pegs. • Model each of the activities. • Provide picture models to support children playing independently. • Introduce key vocabulary- name objects and describe actions.



Resources

Topic Book Box

Fiction

- 15 Things Not To Do With a Baby by Margaret McAllister
- 15 Things Not To Do With a Granny by Margaret McAllister
- There's Going to Be a Baby by John Burningham
- Anna Hibiscous' Song by Atnuke & Lauren Tobia
- This love by Isabel Otter and Harriet Lynas
- Love Makes a Family by Sophie Beer
- A Bit Lost by Chris Haughton
- Five Minutes Peace by Jill Murhpy
- Families, Families, Families! Suzanne and Max Lang.
- Titch by Pat Hutchins
- Around the Table That Grandad Built by Melanie Heuiser Hill
- When's My Birthday? by Julie Fogliano
- Lenny Has Lunch by Ken Wilson-Max
- Lulu's First Day by Anna McQuinn
- Let's Make Faces by Hanoch Piven

Non-fiction

- Flip Flap Body Book (Flip Flaps) by Alistair Smith
- Me and My Amazing Body by Joan Sweeney

Provision Areas

Small world

- Dolls house
- Small world people
- Books about families

Maths Area

- Soft toys of different sizes
- Pre-printed house template

Malleable

- Playdough faces

Role play

- Dishes, dish towels, soap for bubble
- Clothes, soap, washing line and pegs
- Picture prompts

Songs, Rhymes and Poetry

- If You're Happy and you Know It
- If You're Wearing Red Shake Your Head
- Heads, Shoulders, Knees and Toes
- Put your Finger on your Nose
- Miss Poly Had a Dolly
- Twinkle, Twinkle Little Star

Creative Area

- Mirror

Outdoor Physical

- CD Player



Document Updates

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

Last Updated: 00/00/22

Date of change	Slide number	Change / Update	Explanation
00/00/22	X	<ul style="list-style-type: none">• Enter text here...	<ul style="list-style-type: none">• Enter text here...
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