

# EYFS Curriculum: Medium Term Plan

Nursery 3/4 | Summer 2 | Cycle 2 | All Creatures Great and Small



**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 express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.

### Literacy:

- 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.
- Write some or all of their name.
- Write some letters accurately.
- Understand the five key concepts about print:
- Develop their phonological awareness

## Mathematics



### Measure:

- Make comparisons between objects relating to size, length, weight and capacity.

### Pattern:

- Notice and correct an error in a repeating pattern.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Talk about and identifies the patterns around them.

### Number:

- Showing the right number of objects to match the numeral up to 5
- Begin to show 'finger numbers' up to 5
- Compare quantities using language: 'more than', 'fewer than'
- Solve real world mathematical problems with numbers up to 5
- Experiment with their own symbols and marks as well as numerals.

## Understanding the world



### Development matters

- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

## Physical Development



### Development matters

- Use a comfortable grip with good control when holding pens and pencils
- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Start taking part in some group activities which they make up for themselves, or in teams.

## PSED



### Development matters

- Develop appropriate ways of being assertive.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people.
- Show more confidence in new social situations.
- Help to find solutions to conflicts and rivalries.

## Expressive Arts and Design



### Development matters

- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Draw with increasing complexity and detail.
- Create closed shapes with continuous lines

# Communication & language and literacy



Week	Focus	Core texts and learning tasks
1/2	<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>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- Print can have different purposes</li> <li>- Page sequencing</li> <li>- We read English text from left to right and from top to bottom</li> </ul>	<p><b>Walking through the Jungle by Julie Lacombe</b></p> <ul style="list-style-type: none"> <li>Frequently re-read the text becoming increasingly familiar with it.</li> <li>Draw their own colourful animals and attempt writing labels or captions.</li> <li>Look at the book independently, retelling the story as they turn the pages.</li> </ul>
3/4	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play</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> <li>Write their name</li> </ul>	<p><b>The Fish Who Could Fish by John Bush</b></p> <ul style="list-style-type: none"> <li>Talk to a partner about what wish they would make. Explain why.</li> <li>Create their own underwater stories through role-play and small world.</li> <li>Write / adult scribe their wish and draw a picture.</li> <li>Write their name on their work</li> </ul>



# Communication & language and literacy



Week	Focus	Core texts and learning tasks
5/6	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</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 (Begin to talk about the features and purpose of non-fiction texts)</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> <li>• Write some letters accurately.</li> </ul>	<p><b>Surprising Sharks by Nicola Davies</b></p> <ul style="list-style-type: none"> <li>• Frequently re-read the text becoming increasingly familiar with it.</li> <li>• Use non-fiction texts to find out more about sea creatures. (Follow children's interests)</li> <li>• Name the parts of a non-fiction book and explain what they are used for.</li> <li>• Using sentence stems, debate whether they think sharks are scary and talk about why.</li> <li>• Create a shark or other sea creature fact-file.</li> </ul>
1-6	<p><b>Literacy:</b></p> <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>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother</li> <li>- Orally blend and segment</li> <li>- Distinguish between environmental sounds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play animal listening games.</li> <li>• Orally blend and segment animal names (1 syllable) using sound talk.</li> <li>• Play sound talk 'I Spy.'</li> <li>• Spot rhymes from 'Walking through the Jungle' by Julie Lacombe</li> <li>• Explore rhyme, rhythm and alliteration through Tanka Tanka Skunk! by Steve Webb</li> </ul>





Week	Focus	Core learning tasks
1	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Talk about and identifies the patterns around them. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the photographs of patterned animals e.g <i>zebra, snakes, leopard</i>.</li> <li>Create their own repeating snake patterns. Say the pattern out loud.</li> <li>Notice an error in a repeating snake pattern.</li> </ul>
2	<p><b>Counting and Comparing Number:</b></p> <ul style="list-style-type: none"> <li>Begin to show ‘finger numbers’ up to 5.</li> <li>Compare quantities using language: ‘more than’, ‘fewer than’.</li> </ul>	<ul style="list-style-type: none"> <li>Sing animal-based number songs e.g.: <i>5 Little Monkeys</i>.</li> <li>Recognise when the number of objects changes.</li> <li>Show finger numbers as they sing.</li> <li>Explore playing bunny ears with numbers to 3.</li> <li>Make direct comparison between sets of 1-5 using ‘more than’ and ‘fewer than.’</li> </ul>
3	<p><b>Sorting and Matching:</b></p> <ul style="list-style-type: none"> <li>Sort objects according to different criteria.</li> <li>Sort the same set of objects according to different criteria.</li> </ul> <p><b>Counting and Comparing Number:</b></p> <ul style="list-style-type: none"> <li>Compare quantities using language: ‘more than’, ‘fewer than’.</li> </ul>	<ul style="list-style-type: none"> <li>Sort small world fish according to different criteria e.g. <i>colour, size, pattern, number of fins</i>.</li> <li>Choose how to sort the fish. How else could they sort the same group?</li> <li>Compare the groups they have sorted. What happens to the group when they add or take-way fish?</li> <li>Make direct comparison between sets of 1-5 using ‘more than’ and ‘fewer than.’</li> </ul>





Week	Focus	Core learning tasks
4	<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> <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> </ul>	<ul style="list-style-type: none"> <li>Sequence the key events in the story 'Tiddler' e.g. <i>late for school, caught by a fishing boat, lost, finds way home.</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>Explore an obstacle course route under the sea, describe their route and give directions to each other to find their way back to school.</li> </ul>
5	<p><b>Exploring Number:</b></p> <ul style="list-style-type: none"> <li>Begin to show 'finger numbers' up to 5</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Make up under the sea stories involving numbers to 5.</li> <li>Solve practical problems e.g. <i>We have 4 biscuits and 2 children, what should we do? We have 3 plates and 4 children, how many more do we need?</i></li> <li>Play games such as throwing beanbags at a target. Record how many they score.</li> </ul>
6	<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>Listen to the story, 'Sharing a Shell,' by Julia Donaldson. Explore how many fish/creatures can fit in different size containers. Compare which can hold the most/least.</li> <li>Order sharks (toys or laminated pictures) according to size.</li> </ul>



# Personal, Social and Emotional Development



## Pupils should be able to:

### Development matters

- Develop appropriate ways of being assertive.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Help to find solutions to conflicts and rivalries.

	What the children will do	What the practitioners should do
Activity	Reflect on situations in the setting, where children have disagreed. Think about how each person in the situation felt and what they could do to resolve the situation.	<ul style="list-style-type: none"> <li>• Have clear expectations about how the children will share their ideas when learning as a group.</li> <li>• Be clear that children should learn to listen to each other, and that they must give respectful comments about other children's suggestions.</li> <li>• Talk through the impact of behaviour on others.</li> </ul>
Activity	Prepare for transition to Reception or a new room in September as appropriate: <ul style="list-style-type: none"> <li>• Talk to their new teacher/ key worker when they visit their new setting/room, or when they are visited.</li> <li>• Tell new adults about their interests and strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure visits are supported by key adults as required.</li> <li>• Encourage the children to focus on developing independence, behaviours, social and communication skills.</li> <li>• Provide sentence stems to help children to talk about what they are good at and what they like to do.</li> </ul>
Enhanced Provision: Mark Making	Draw/paint a picture of themselves. Write around all the things they are good at and what their interests are for their new teacher/key worker.	<ul style="list-style-type: none"> <li>• Scribe what they are good at and their achievements.</li> <li>• Ask questions to prompt children to think - <i>What do you want your new teacher to know about you?</i></li> </ul>





# Physical Development



## Pupils should be able to:

### Development matters

- Use a comfortable grip with good control when holding pens and pencils (See EAD activities).
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Start taking part in some group activities which they make up for themselves, or in teams.

	What the children will do	What the practitioners should do
Activity	<p>Explore moving in different ways to accompany the story, 'Walking through the Jungle.'</p> <p>Travel around, under, over and through balancing and climbing equipment (apparatus and rugs, blankets, crates, tyres and pallets).</p> <p>Set out courses for their friends that include other obstacles.</p>	<ul style="list-style-type: none"> <li>• Model moving rhythmically like the text.</li> <li>• Ask the children to suggest ways of moving through the grass, water and swamp.</li> <li>• Introduce words that describe how they move e.g.: <i>paddling, wading, jumping, leaping, swimming.</i></li> <li>• Prompt the children to suggest other potential obstacles.</li> </ul>
Activity	<p>Join in activities (Sports Day preparation may be appropriate if the setting has one), to develop ball skills.</p> <ol style="list-style-type: none"> <li>1) Rolling balls back and forth asking the children to stop it. Ask them to lie on their tummies or kneel or stop the ball with their feet.</li> <li>2) Throwing at a target.</li> <li>3) Throw unusual objects such as wellies/stuffed socks.</li> <li>4) Play newspaper golf.</li> <li>5) Play throwing and catching games with balloons.</li> <li>6) Kick soft balls.</li> </ol>	<ul style="list-style-type: none"> <li>• Encourage the children to track the movement of the ball or other object.</li> <li>• Where children lack confidence, throw the equipment to their lap so they catch it.</li> <li>• Gradually increase the distance when they stand up to catch.</li> <li>• Set challenges: mini slalom courses, playing as a team</li> <li>• When introducing bats, begin playing on their knees.</li> <li>• Always check there is enough space to explore the equipment safely.</li> </ul>



# Understanding the World (1/2)



## Pupils should be able to:

### Development matters

- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Talk to the children about animals and where and how they live in the tropical rainforest of the Congo Basin. Look at examples in reference books.</p> <p>Look at photographs of homes in the Congo Basin. Compare them to homes where we live. Describe what they notice.</p>	<ul style="list-style-type: none"> <li>• Show the children where Africa and the Congo Basin is.</li> <li>• Talk about the climate and the animals that live there Describe the houses. Ask the children to note what they are made of and what similarities and differences there are to their own homes, focusing on how they are suitable for different types of weather</li> </ul>
<b>Activity</b>	<p>Talk about planning an expedition through the tropical rainforest. Would it be hot or cold? What might we see? Pretend to go on a walk, listen to recording of sounds in the rainforest.</p> <ul style="list-style-type: none"> <li>• Describe the animals and the environment.</li> <li>• Talk about the differences they notice in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that animals live in different places called 'habitats.' The habitat they are going to explore is the tropical rainforest.</li> <li>• Show the children pictures of tropical rainforests and talk about the different animals that they can see (such as gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders)</li> <li>• Use photographs of animals around the setting, stop and model describing what you can see.</li> </ul>
<b>Enhanced Provision: Small World</b>	<p>Create a home for animals in the tropical rainforest. Talk about the sort of home that each animal would need e.g. a cave for a gorilla, tree for a chimpanzee</p>	<ul style="list-style-type: none"> <li>• Model creating a small world scene, using the photographs of the tropical rainforest as a reference.</li> <li>• Continue to point out the differences in the tropical rainforest environment and where they live.</li> </ul>



# Understanding the World (2/2)



## Pupils should be able to:

### Development matters

- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the key features of the life cycle of a plant and an animal.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Order the life cycle of some fishes (or alternative). <i>Eggs, larvae, fry, adult.</i></p> <p>Look at animals that live in the sea.</p> <p>Match adult animals with their young.</p>	<ul style="list-style-type: none"> <li>• Introduce the correct animal names (and the names of their young), such as turtles (hatchlings), orcas (calves), dolphins (calves), manta rays (pups), sharks (pups), seahorses (larvae then fry) and jellyfish (larvae then fry)</li> <li>• Talk about the similarities and differences between the parents and their young.</li> <li>• Model sequencing a life cycle. Introduce new vocabulary.</li> </ul>
<b>Enhanced Provision:</b> Role Play	<p>Pretend to go expeditions through the tropical rainforest. Talk about the clothes they will need to wear and prepare what they will need to take. Describe what they can see, feel, hear and smell.</p>	<ul style="list-style-type: none"> <li>• Talk about being safe in the sun e.g.: wearing a sun hat and sun-cream.</li> <li>• Ask questions that encourage the use of imaginative and descriptive language to talk about the tropical rainforest and the animals they will see.</li> <li>• Model creeping through the tropical rainforest and negotiating obstacles they come across.</li> </ul>



# Expressive Arts and Design



## Pupils should be able to:

### Development matters

- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- 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	Look at pictures in book <i>'Rumble in the Jungle'</i> . Draw attention to the patterns, bold bright colours, and simple shapes. Have a go at creating their own paintings and drawing of jungle animals. Use lines and circles to make the animal shapes. Add more detail to their drawings and paintings.	<ul style="list-style-type: none"> <li>• Model adding detail to pictures.</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> </ul>
Activity	Listen to the story, <i>Tanka Tanka Skunk!</i> by Steve Webb and song, <i>Animal Boogie</i> by Debbie Harter <a href="https://www.youtube.com/watch?v=8Ng3QOLKXxs">https://www.youtube.com/watch?v=8Ng3QOLKXxs</a> <a href="https://www.youtube.com/watch?v=Dn3ikyexc4A">https://www.youtube.com/watch?v=Dn3ikyexc4A</a> Respond to what they have heard through dance, movement and playing instruments.	<ul style="list-style-type: none"> <li>• Model the language related to animal movements e.g. <i>stampeding, plodding elephants</i>.</li> <li>• Encourage children to refine their movements.</li> <li>• Model moving rhythmically.</li> <li>• Describe changes you hear in the rhythm.</li> </ul>
Enhanced Provision: Creative Area	Create their own their own paintings, drawing and collage of jungle animals and sea creatures using bold bright colours and simple shapes. Use lines and circles to make the animal shapes. Add more detail to their drawings and paintings.	<ul style="list-style-type: none"> <li>• Provide books with illustrations of jungle animals and sea creatures.</li> <li>• Model adding detail to pictures.</li> <li>• Model drawing/painting the continuous lines.</li> </ul>



# Resources

## Topic Book Box

### Fiction

Walking through the Jungle by Julie Lacombe  
Tanka Tanka Skunk! by Steve Webb  
Once Upon a Jungle by Laura Knowles and James Boast  
Augustus and his Smile by Catherine Rayner  
Animal Boogie by Debbie Harter  
Hooray for Fish! by Lucy Cousins  
Tiddler by Julia Donaldson  
The Fish Who Could Fish by John Bush  
I Won't Eat That! by Christopher Silas Neal  
Sharing a Shell by Julia Donaldson  
Rumble in the Jungle by Giles Andreae

### Non-fiction

Beware of the Crocodile by Martin Jenkins  
Surprising Sharks by Nicola Davies  
*Sea Creature information books*

### Songs, Rhymes and Poetry

One, two, three, four, five, Once I caught a fish alive.  
A Sailor Went to Sea.

## Provision Areas

### Small world

- Tuff tray
- Small world tropical rainforest animals
- Tropical rainforest pictures

### Maths Area

- Containers of different sizes
- Small world zoo animals
- Photos of patterned animals
- Small world fish
- *Tiddler* sequencing cards
- Snake templates

### Role play/Den Building

- Rucksacks
- Maps, torches, compasses, water bottles.
- Camp area with camouflage netting, sleeping bags, campfire, metal mugs, plates and bowls.
- Camouflage clothing
- Clothing for the jungle
- Sun-cream bottle
- Rainforest recordings

### Outdoor Physical Development- Ball Skills

- Newspaper
- Targets
- Balls
- Balloons
- Wellies
- Stuffed Sock
- Bats

### Outdoor Physical

- Planks
- Large bricks
- Crates
- Hoops
- Tunnels
- Tyres
- Pallets

### Mark Making

- Letter templates

### Investigation/Science

- Animal parent and baby pictures
- Fish life cycle images

# 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>Changed 'jungle' to 'tropical rainforest'.</li> </ul>	<ul style="list-style-type: none"> <li>This ensures that the area in focus is geographically specific.</li> </ul>
10/03/22	<a href="#">Understanding the World (Slide 10)</a>	<ul style="list-style-type: none"> <li>Added focus on a specific tropical rainforest area – 'the Congo Basin'.</li> </ul>	<ul style="list-style-type: none"> <li>Children should learn about specific places rather than 'Africa' as this is too broad.</li> </ul>
10/03/22	<a href="#">Understanding the World (Slide 10)</a>	<ul style="list-style-type: none"> <li>Add 'Look at photographs of homes in the Congo Basin. Compare them to homes where we live.'</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children have photographs from a range of different homes in The Congo Basin and the UK to compare. Links to DM statement: <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</i></li> </ul>
10/03/22	<a href="#">Understanding the World (Slide 10)</a>	<ul style="list-style-type: none"> <li>Added specific examples of animal names: <i>gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders</i></li> </ul>	<ul style="list-style-type: none"> <li>This minimum expectation has been added for two reasons:                             <ol style="list-style-type: none"> <li>To ensure a range of mammals, reptiles, invertebrates and birds</li> <li>To ensure animals are specific to Congo Basin, rather than generic 'rainforest'.</li> </ol> </li> </ul>
10/03/22	<a href="#">Understanding the World (Slide 11)</a>	<ul style="list-style-type: none"> <li>Added specific examples of animal names: <i>turtles (hatchlings), orcas (calves), dolphins (calves), manta rays (pups), sharks (pups), seahorses (larvae then fry) and jellyfish (larvae then fry)</i></li> </ul>	<ul style="list-style-type: none"> <li>This minimum expectation has been added for two reasons:                             <ol style="list-style-type: none"> <li>To ensure a range of mammals, fish and invertebrates are covered</li> <li>To make clear that these animals have distinct young/young names.</li> </ol> </li> </ul>

