

# EYFS Curriculum: Medium Term Plan

Nursery 3/4 | Autumn 2 | Cycle 2 | Special Days



**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:

- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Use a wider range of vocabulary.

### Literacy:

- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name.
- Develop their phonological awareness.
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother

## Mathematics



### Shape:

- Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.

### Pattern:

- Talk about and identifies the patterns around them. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.

### Counting:

- Say one number for each item in order: 1,2,3,4,5.
- Recite numbers beyond 5

### Measure:

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

## Understanding the world



### Development matters

- Use all their senses in hands-on exploration of natural materials.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.

## Physical Development



### Development matters

- Be increasingly independent as they get dressed and undressed
- Be increasingly independent in meeting their own care needs.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

## PSED



### Development matters

- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

## Expressive Arts and Design



### Development matters

- Take part in simple pretend play.
- Remember and sing songs.
- Sing the pitch of a tone sung by another person.
- Sing the melodic shape Explore colour-mixing.
- Develop their own ideas and then decide which materials to use to express them.

# 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>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</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.</li> <li>Write some or all of their name.</li> </ul>	<p><b>Kipper’s Birthday by Mick Inkpen</b></p> <ul style="list-style-type: none"> <li>Talk about and answer questions about the text</li> <li>Follow instructions to bake a cake</li> <li>Write birthday cards and invitations</li> <li>Role play getting ready for a birthday party</li> <li>Experience a birthday celebration for a child in the setting or for Kipper</li> </ul>
3	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> </ul>	<p><b>The First Christmas by Lois Rock</b></p> <ul style="list-style-type: none"> <li>Order/recall some significant events from the story</li> <li>Role-play the story</li> </ul>
4	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</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.</li> <li>Write some or all of their name.</li> </ul>	<p><b>Santa Post by Emma Yarlett</b></p> <ul style="list-style-type: none"> <li>Talk about and answer questions about the text</li> <li>Write their own letters to Santa</li> </ul>
1-4	<p><b>Literacy:</b></p> <p>Develop their phonological awareness, so that they can:-</p> <ul style="list-style-type: none"> <li>-count or clap syllables in a word</li> <li>-recognise words with the same initial sound, such as money and mother</li> <li>Use a wider range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Explore the meaning of new vocabulary linked to Guru Nanak’s birthday. Clap syllables in the new words.</li> <li>Explore name alliteration using Maisy’s Birthday by Louise Cousins.</li> </ul>





Week	Focus	Core learning tasks
1	<p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>Use 2D shapes to create pictures for birthday cards.</li> <li>Talk about the shapes they have selected using modelled vocabulary.</li> </ul>
2	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about patterns on party clothes</li> <li>Notice and talk about patterns on birthday wrapping paper</li> <li>Make own patterns on birthday wrapping paper</li> </ul>
3	<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>Recite numbers beyond 5</li> </ul>	<ul style="list-style-type: none"> <li>Count out plates, party hats etc for a birthday party</li> <li>Talk about how many years old I am/will be on my next birthday</li> <li>Make sets of 1-5 candles on a birthday cake</li> <li>Count buttons on snowmen</li> <li>Count objects to 5 in Christmas themed cups</li> <li>Listen to <i>Twelve Dogs of Christmas</i> by Alison Ritchie. Join in with an adult counting the number of cats beyond 5.</li> <li>Set up a Christmas-themed counting table.</li> <li>Place the correct number of buttons on the snowmen.</li> </ul>
4	<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>Compare the size of parcels in Santa's grotto/Maths Area using comparative size vocabulary.</li> <li>Compare the length of scarves by lining up the ends and straightening.</li> </ul>



# Personal, Social and Emotional Development



## Pupils should be able to:

### Development matters

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

	What the children will do	What the practitioners should do
Activity	<p>Listen to the story, 'Santa Post' by Emma Yarlett. How did Amy feel about her present?</p> <p>Talk about the feeling of the different characters. Relate the feelings to their own experiences.</p> <p>Circle time game – pass a soft toy around the circle. <i>What makes them surprised, excited, miserable?</i></p>	<ul style="list-style-type: none"> <li>• Model talking about the feelings of characters in the story.</li> <li>• Ask questions. <i>Why was Santa surprised by the present from the elf?</i></li> <li>• Ask the children questions about their own experiences.</li> <li>• Provide images of different emotions and explain what they are. <i>Surprised, excited, miserable.</i></li> <li>• Scaffold using simple sentence stems.</li> </ul>
Activity	<p>Take part in a short performance for parents to celebrate Christmas or another festival.</p> <p>Join in with other events linked to the celebration.</p>	<ul style="list-style-type: none"> <li>• Keep any performance simple.</li> <li>• Reassure children who are anxious when faced with new people or a bigger audience.</li> <li>• Praise and build confidence in new social situations.</li> </ul>



# Physical Development



## Pupils should be able to:

### Development matters

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Talk about ways to keep warm in winter. (<i>clothes/eating/moving around/warm drinks</i>)</p> <p>Sort clothing, identifying which will keep us warm.</p> <p>Discuss <i>Mama, Do You Love Me?</i> by Barbara Joosse. How did the Inuit family keep warm?</p> <p>Go on a winter walk. Get dressed in their winter clothes with increasing independence.</p> <p>Enjoy hot-chocolate together after a winter walk.</p>	<ul style="list-style-type: none"> <li>• Provide a selection of warm clothes. Talk about which bit of their body they keep warm (<i>gloves-hands, scarf-neck</i>).</li> <li>• Model putting winter clothing on.</li> <li>• Give children strategies for putting on coats independently.</li> <li>• Give physical support to start zipping the coat but encouraging children to be as independent as possible.</li> <li>• Carry our risk assessments for making hot chocolate.</li> </ul>
<b>Activity</b>	<p>Listen to 'We're Walking in the Air' from The Snowman and move like a snowman or snowflake, and lively staccato music and make spiky, frosty movements.</p> <p>Begin to put together simple sequences of movement to music.</p>	<ul style="list-style-type: none"> <li>• Share videos of how snowflake move.</li> <li>• Model movements.</li> <li>• Model joining movements together.</li> <li>• Talk about the music and what images it brings to your mind.</li> </ul>
<b>Enhanced Provision:</b> Role Play (Inside or outside)	<p>Sort clothing, identifying which will keep us warm.</p> <p>Get dressed in their winter clothes with increasing independence.</p>	<ul style="list-style-type: none"> <li>• Provide a selection of warm clothes.</li> <li>• Model putting winter clothing on.</li> <li>• Give children strategies for putting on coats independently.</li> <li>• Encouraging children to be as independent as possible.</li> </ul>



# Understanding the World



## Pupils should be able to:

### Development matters

- Use all their senses in hands-on exploration of natural materials.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>1) Find out about who Guru Nanak is. Learn how Guru Nanak's birthday is celebrated. (<i>Fireworks, new clothes, visit to the Gurdwara, candles, holiday from work/school, processions in the street, sweets and Langar</i>).</p> <p>2) Know that Christmas is a Christian celebration of Jesus' birthday. (<i>The First Christmas by Lois Rock</i>). How do Christians celebrate Jesus' birthday?</p> <p>3) Talk about their own birthday celebrations. Explore the similarities and differences between the different birthday celebrations.</p>	<ul style="list-style-type: none"> <li>• Tell the story of Guru Nanak using age-appropriate language.</li> <li>• Talk about how Sikhs celebrate his birthday.</li> <li>• Explain new vocabulary <i>Gurdwara, langar, advent, church, census</i>.</li> <li>• Make links between the different celebrations. Celebrate similarities and differences.</li> <li>• Make links to other celebrations the children have experienced e.g. <i>Eid, Diwali, Easter, Hannukah, weddings and christenings</i>.</li> <li>• Share artefacts that are important to celebrations.</li> </ul>
<b>Enhanced Provision:</b> Sensory Play Tuff Spot / Science Exploration	<p>Explore the smell, texture and appearance of Christmas themed materials. <i>Festive pom poms, one cones, dried orange, cinnamon, cloves, sequins, ribbons, branch from a Christmas tree</i>.</p> <p>Sort the materials in different ways including natural and man-made (artificial) materials.</p>	<ul style="list-style-type: none"> <li>• Ask questions about what the children can see, touch and smell. <i>What does it look like? How does it smell? How does it feel?</i></li> <li>• Talk about what items are made from, modelling new vocabulary including natural and artificial/man-made</li> <li>• Model sorting the materials in different ways.</li> </ul>
<b>Enhanced Provision:</b> Role Play (Home Corner)	<p>Role-play preparations for a familiar celebration such as a birthday party, Christmas, Eid, Diwali, Guru Nanak's birthday.</p>	<ul style="list-style-type: none"> <li>• Introduce simple story lines.</li> <li>• Reinforce the similarities between celebrations in different cultures.</li> </ul>





# Expressive Arts and Design



## Pupils should be able to:

### Development matters

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Explore colour and colour-mixing.
- Develop their own ideas and then decide which materials to use to express them.

	What the children will do	What the practitioners should do
<b>Activity</b>	Perform simple songs as part of a short performance for parents to celebrate Christmas or another festival.	<ul style="list-style-type: none"> <li>• Teach songs that use a limited pitch range.</li> <li>• Encourage children to use their 'singing' voice rather than shouting.</li> <li>• Sing slowly, so that children clearly hear the words and the melody of the song.</li> </ul>
<b>Enhanced Provision:</b> Creative Area	Make Christmas decorations, cards and wrapping paper. Explore what happens when they mix colours and use it in their paintings.	<ul style="list-style-type: none"> <li>• Listen and understand what children want to create before offering suggestions.</li> <li>• Model colour mixing and making own decorations, cards and wrapping paper.</li> <li>• Provide a wide range of collage materials.</li> </ul>
<b>Enhanced Provision:</b> Themed Role-Play	Take on roles in Santa's Workshop. <ul style="list-style-type: none"> <li>• Wrap and label boxes</li> <li>• Make toys from junk modelling materials</li> <li>• Fill sacks</li> <li>• Deliver presents</li> </ul>	<ul style="list-style-type: none"> <li>• Model simple pretend play scenarios.</li> <li>• Model using an object to represent something else.</li> <li>• Provide and model key vocabulary e.g. <i>sleigh, reindeer</i>.</li> </ul>



# Resources

## Topic Book Box

### Fiction

- Billy's Bucket by Kes Gray
- Happy Birthday Maisy
- Kipper's Birthday by Mick Inkpen
- When's my Birthday by Julie Fogliano
- Santa Post by Emma Yarlett
- Father Christmas Needs a Wee by Nicholas Allan
- The First Christmas by Lois Rock
- Father Christmas by Raymond Briggs
- Dear Father Christmas by Alan Durant
- The Christmas Bear by Ian Whybrow
- Ketchup on Your Reindeer by Mick Sharratt
- Mama, Do You Love Me? by Barbara Jooisse.

### Non-fiction

- Information about Guru Nanak and the celebration of his birthday.

## Provision Areas

### Maths Area

- Boxes of different sizes
- Patterned party clothes
- Patterned wrapping paper
- 2D shapes
- Plates, party hats
- Candles
- Snowmen templates
- Buttons
- Christmas themed cups

### Book corner

- First Christmas sequencing cards

### Mark Making

- Invitation template
- Birthday cards
- Post box

### Role play

- Winter clothing-coats,
- Scarves, jumpers, hats, gloves
- *Santas Grotto*:
- Parcels
- Wrapping paper
- Gift labels
- Sacks
- Junk modelling

### Sensory Tray

- Festive pom poms
- Pine cones
- Ribbons
- Sequins
- Split oranges
- Cinnamon
- Cloves
- Branch from a Christmas tree.
- Tree decorations

### Snack Table: Baking a cake

- Cake recipe
- Scales
- Spoon, bowl, baking tray
- Oven
- Baking tin
- Flour, sugar, butter, eggs
- Hot chocolate, milk

### Role play

- Balloons, birthday cards, presents, party food

### Creative Area

- Printing and collage materials for decorations
- Glue
- Scissors
- Paintbrushes
- Mixing palette

# Document Updates

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

Last Updated: 24/02/22

Date of change	Slide number	Change / Update	Explanation
24/02/22	<a href="#">Mathematics (Slide 5)</a>	<ul style="list-style-type: none"><li>Added: <i>'Talk about how many years old I am/will be on my next birthday'</i></li></ul>	<ul style="list-style-type: none"><li>To support early chronological understanding which is a main thread throughout the Mathematic Curriculum.</li></ul>
24/02/22	<a href="#">Understanding the World (Slide 8)</a>	<ul style="list-style-type: none"><li>Added 'artificial'</li></ul>	<ul style="list-style-type: none"><li>To introduce the term 'artificial' when describing non-natural/man-made materials.</li></ul>

