

# EYFS Curriculum: Medium Term Plan

Nursery 3/4 | Spring 1 | Cycle 2 | Toys



**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:

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play.
- Use longer sentences of four to six words.

### Literacy:

Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.

- Understand the five key concepts about print:
  - Print has meaning
  - The names of the different parts of a book
  - Print can have different purposes
- Use some of their print and letter knowledge in their early writing.

## Mathematics



### Counting:

- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

### Linking numerals and amounts:

- Showing the right number of objects to match the numeral to 4.
- Experiment with their own symbols and marks as well as numerals.

### Position and Direction:

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

### Pattern:

- Extend and create ABAB patterns – stick, leaf, stick, leaf.

### Shape:

- Talk about and explore 3D shapes

## Understanding the world



### Development matters

- Explore and talk about different forces they can feel.
- Explore how things work.
- Explore collections of materials with similar and/or different properties
- Talk about the differences between materials and changes they notice.

## Physical Development



### Development matters

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand.

## PSED



### Development matters

- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

## Expressive Arts and Design



### Development matters

- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Respond to what they have heard, expressing their thoughts and feelings.



# Communication & language and literacy



| Week | Focus   | Core texts and learning tasks  |
|------|---|--|
| 1    | <p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <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>-print can have different purposes</li> </ul> </li> </ul>    | <p><b>Kipper's Toybox by Mick Inkpen</b></p> <ul style="list-style-type: none"> <li>Name parts of the book.</li> <li>Use the title, blurb and front cover to make a prediction about what the story is about.</li> <li>Draw a class story map to support retelling the story.</li> <li>Use some story book language Retell the story and make up own narratives in small world and role-play.</li> </ul> |
| 2/3  | <p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Use talk to organise themselves and their play</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 or all of their name.</li> </ul>                       | <p><b>Stanley's Stick by John Hegley</b></p> <ul style="list-style-type: none"> <li>Talk about the games they would play with Stanley's stick. Draw a picture and add a word or caption.</li> <li>Write/draw postcards from the seaside. Write their name to show who it is from.</li> <li>Pretend to be Stanley. Create imaginative games they could play with a stick.</li> </ul>                      |
| 4    | <p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <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.</li> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>-The names of the different parts of a book</li> <li>-Print can have different purposes</li> </ul> </li> </ul> | <p><b>Harry and the Dinosaurs and the Bucketful of Stories by Ian Whybrow</b></p> <ul style="list-style-type: none"> <li>Make a 'lost' poster for one of Harry's dinosaurs.</li> <li>Look at non-fiction texts to find out more about dinosaurs.</li> <li>Name the parts of a non-fiction text.</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>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>- <i>Suggest how a story might end/ make predictions about what will happen next.</i></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 or all of their name.</li> </ul> | <p><b>Jabari Tries by Gaia Cornwall</b></p> <ul style="list-style-type: none"> <li>• Make predictions about what will happen next as Jabari explores flying machines.</li> <li>• Plan/design their own flying machines. Label each part of their machine and add their name.</li> <li>• Create their own flying machine and add a name label for display.</li> </ul> |
| 1-6  | <p><b>Literacy:</b></p> <p>Develop their phonological awareness, so that they can:-</p> <ul style="list-style-type: none"> <li>- Spot and suggest rhymes-</li> <li>- Recognise words with the same initial sound, such as money and mother</li> <li>- <i>Experience and appreciate rhythm and to develop awareness of rhythm in speech</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Identify initial sounds in Stanley's Stick by John Hegley. Play 's' odd one out games.</li> <li>• Sing, 'Miss Polly had a Dolly.' Identify and substitute rhyming words.</li> <li>• Clap the syllables in dinosaur names. Put the names together to make rhythmic patterns.</li> </ul>                                      |





| Week | Focus  | Core learning tasks   |
|------|--|---|
| 1    | <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.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul> | <ul style="list-style-type: none"> <li>Read the story 'Kipper's Toy Box,' by Mick Inkpen. Count along with Kipper.</li> <li>Count sets of toys in a toy box.</li> <li>Record how many toys are in each set.</li> </ul>  |
| 2    | <p><b>Time and Sequencing :</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 events in the story 'Kipper's Toy Box,' by Mick Inkpen using modelled vocabulary.</li> <li>Describe sequences of events in their own lives: Getting ready for Nursery, the journey to Nursery.</li> </ul>                 |
| 3    | <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>   | <ul style="list-style-type: none"> <li>Create repeating patterns using natural materials. (stick, stone, stick, stone).</li> <li>Create repeating patterns with train carriages (real and laminated) initially using 2 colours and then moving onto 3 colours.</li> </ul> |
| 4    | <p><b>Linking numerals and amounts:</b></p> <ul style="list-style-type: none"> <li>Showing the right number of objects to match the numeral to 4.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Say one number for each item in order: 1,2,3,4,5</li> </ul>                             | <ul style="list-style-type: none"> <li>Count the number of dinosaurs in and out of the bucket.</li> <li>Experiment with recording how many dinosaurs are in the bucket..</li> <li>Match numerals to dinosaur sets.</li> </ul>   |
| 5    | <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>   | <ul style="list-style-type: none"> <li>Make 2D and 3D maps of journeys. Use modelled vocabulary to describe the route.</li> <li>Go on a dinosaur hunt around the outdoor area. Describe the route.</li> <li>Hide dinosaurs and direct peers to find them.</li> </ul>      |
| 6    | <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> </ul>   | <ul style="list-style-type: none"> <li>Use construction equipment and junk modelling materials to create 'flying machines.'</li> <li>Talk about the shapes they have used.</li> </ul>   |



# Personal, Social and Emotional Development



## Pupils should be able to:

### Development matters

- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- 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  |
|--|--|---|
| <b>Activity</b>  | <p>Listen to the story, <i>Harry and the Dinosaurs and the Bucketful of Stories</i> by Ian Whybrow.</p> <p>Discuss what the boy in the story might be feeling when he loses his dinosaurs.</p> <p>Draw a picture of their favourite toy. Talk confidently to the group about that toy.</p> | <ul style="list-style-type: none"> <li>• Ask questions about Harry in the story. Help children to make links between the hid feelings and their own experiences. How do you think he felt when...? How did you feel when...?</li> <li>• Model feelings vocabulary.</li> <li>• Model drawing a picture of your special toy.</li> </ul>                 |
| <b>Activity</b>  | <p>In small groups, work together to build large flying machines that can be used for role-play.</p> <p>Negotiate roles to pretend play journeys. Agree strategies to resolve conflicts over popular roles e.g.: pilot/ astronaut.</p>   | <ul style="list-style-type: none"> <li>• Challenge children to work together to create their machines e.g.: <i>Build a plane using large building blocks. It must have a tail, cockpit and wings.</i></li> <li>• Provide suggestions to support children to resolve conflicts over roles.</li> <li>• Model finding solutions to conflicts.</li> </ul> |
| <b>Enhanced Provision:</b><br>Outdoor Large Construction | <p>Build flying machines from large construction materials.</p> <p>Negotiate roles to pretend play journeys. Agree strategies to resolve conflicts over popular roles e.g.: pilot/ astronaut.</p>  | <ul style="list-style-type: none"> <li>• Model pretend journey play.</li> <li>• Provide suggestions to support children to resolve conflicts over roles.</li> <li>• Model finding solutions to conflicts.</li> </ul>  |



# Physical Development



## Pupils should be able to:

### Development matters

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- 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  |
|--|---|---|
| <b>Activity</b>                                    | Play the <i>Traffic Lights</i> game. Change speed and stop when instructed. Pretend to be different vehicles moving, changing their movement as appropriate.  | <ul style="list-style-type: none"> <li>• Give visual as well as verbal instructions.</li> <li>• Model stopping on instruction.</li> </ul>   |
| <b>Enhanced Provision:</b><br>Outdoor Wheeled Toys | <p>Move around safely on wheeled toys, negotiating obstacles and changing speed and direction as required.</p> <p>Play the traffic lights game on wheeled toys, taking turns to give instructions.</p>  | <ul style="list-style-type: none"> <li>• Set out a road layouts with road signs, crossings and obstacles for the children to negotiate. Increase difficulty for more confident children.</li> <li>• Support the children to take turns.</li> <li>• Reinforce safety rules.</li> </ul> |
| <b>Enhanced Provision:</b><br>Funky Fingers        | <p>Make tracks using toy trains, cars, buses and trucks, on playdough, in damp sand, and in paint.</p> <p>Take their finger for a journey in a thin layer of glue to make a long, winding road.</p> <p>Paint their own pathways, roads and train tracks on large sheets of paper. Use these in their small world play, following the tracks they have made with vehicles.</p> | <ul style="list-style-type: none"> <li>• Model each activity, talking about the movements you are making and how to hold the equipment.</li> <li>• Encourage children to make anti-clockwise and vertical movements with the vehicles.</li> </ul>                                     |





# Understanding the World (1/2)



## Pupils should be able to:

### Development matters

- Explore and talk about different forces they can feel.
- Explore how things work.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.

|   | What the children will do  | What the practitioners should do  |
|---|--|---|
| <b>Activity</b>                           | <p>Explore the pushes and pulls using toy trains and cars. Observe what happens when they push the vehicle hard or they push them gently.</p> <p>Explore what happens when the vehicles are pushed down a slope.</p> <p>Find out what happens when an obstacle is placed in the way.</p> | <ul style="list-style-type: none"> <li>• Provide the children with a large selection of small-world vehicles.</li> <li>• Model key vocabulary <i>push, pull, hard, gentle, further, furthest, travels, stops, fast, slow</i>.</li> <li>• Model '<i>I wonder what will happen if...</i>'</li> <li>• Compare how far vehicles travel under different conditions.</li> </ul> |
| <b>Activity</b>                           | <p>Observe and talk about the different materials used to make toys. Sort some familiar toys into the hoops according to what they are made of.</p> <p>Answer questions about the materials e.g. <i>Why are bath toys made of plastic?</i></p>   | <ul style="list-style-type: none"> <li>• Provide hoops for sorting.</li> <li>• Model some suggested criteria for sorting.</li> <li>• Model key vocabulary: 'wood', 'plastic', 'fabric'</li> <li>• Talk about why different materials are used to make different toys.</li> </ul>  |
| <b>Enhanced Provision:</b><br>Small World | <p>Use toy trains and cars to roll down the guttering/ramp and explore the effect that increasing the steepness of the ramp has on them travelling down it.</p>  | <ul style="list-style-type: none"> <li>• Model key vocabulary <i>push, pull, hard, gentle, further, furthest, travels, stops, fast, slow</i>.</li> <li>• Model '<i>I wonder what will happen if...</i>'</li> <li>• Compare how far vehicles travel under different conditions.</li> </ul>   |



# Understanding the World (2/2)



## Pupils should be able to:

### Development matters

- Explore and talk about different forces they can feel.
- Explore how things work.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.

|  | What the children will do  | What the practitioners should do   |
|--|--|--|
| <b>Activity</b>                          | Explore how different toys work. This could include: yo-yos, toys with buttons or levers, wind up toys, spinning tops, magnetic toys and battery powered toys. Observe what happens when they are switched on, talk about the noise and movements they make.   | <ul style="list-style-type: none"> <li>• Model vocabulary e.g. <i>pull, push, spin, wind, magnet, magnetic, attract, repel, battery, electricity.</i></li> <li>• Describe how the toys move.</li> <li>• Model sorting the toys according to how they work.</li> <li>• Ask questions e.g. <i>What do you notice? How do you think it works? What will happen if...? What else works in the same/similar way?</i></li> </ul> |
| <b>Activity</b>                          | <p>Make a magnetic fishing toy by adding a magnet onto a length of string. Use it to pick up 'fish' with paper clips attached.</p> <p>Explore other objects to see whether they are magnetic. Sort objects according to whether they are magnet or non-magnetic.</p> <p>Explore what happens when two magnets are brought together – are they pulled together (attract) or pushed apart (repel)?</p> | <ul style="list-style-type: none"> <li>• Model vocabulary e.g. <i>magnet, magnetic, non-magnetic, attract, repel.</i></li> <li>• Ask questions e.g. <i>What is the same about the objects that are attracted to the magnets? What are the objects that are attracted to a magnet made of?</i></li> </ul>   |
| <b>Enhanced Provision:</b><br>Water Tray | <p>Play with magnetic fishing games (or one they have made if fish are plastic).</p> <p>Try to catch other objects to test for magnetism.</p>  | <ul style="list-style-type: none"> <li>• Model vocabulary e.g. <i>magnet, magnetic, non-magnetic, attract, repel.</i></li> <li>• Ask questions e.g. <i>What is the same about the objects that are attracted to the magnets? What are the objects that are attracted to a magnet made of?</i></li> </ul>   |



# Expressive Arts and Design



## Pupils should be able to:

### Development matters

- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Respond to what they have heard, expressing their thoughts and feelings.

|  | What the children will do  | What the practitioners should do  |
|--|--|---|
| <b>Activity</b>                          | <p>Listen to <i>Ibert's Fantastic Toy Shop</i> or <i>Mozart's Toy Symphony</i>. Explore different ways of moving as different toys e.g a <i>teddy bear, robot, doll or train</i>.</p> <p>Use percussion instruments to match the rhythm of the toys moving in different ways. Change the speed at which they are playing the rhythm.</p> | <ul style="list-style-type: none"> <li>• Model movements of different toys.</li> <li>• Name instruments and model how they are played.</li> <li>• Encourage the children to think about which instrument would be best for each toy.</li> <li>• Model vocabulary e.g.: <i>quiet/loud, slow/fast</i>.</li> <li>• Model changing speed.</li> </ul>    |
| <b>Activity</b>                          | <p>Learn new songs and rhymes, e.g. '<i>I've got no strings to hold me down</i>', '<i>Teddy Bears' Picnic</i>', '<i>Train is a-coming</i>', '<i>Miss Polly had a Dolly</i>'.</p> <p>Add musical accompaniment to songs and rhymes – <i>Humpty Dumpty</i> and <i>Pat-a-Cake</i>.</p>  | <ul style="list-style-type: none"> <li>• Teach song words and explain new vocabulary.</li> <li>• Model how to play percussion instruments.</li> <li>• Encourage children to think about rhythm and by saying a song in a rhythmic way and clapping as you say the sing.</li> <li>• Use actions to support children remembering the song.</li> </ul> |
| <b>Enhanced Provision:</b><br>Music Area | <p>Sing taught songs and rhymes. Add percussion accompaniment.</p> <p>Make up their own verses to known songs and rhymes.</p>  | <ul style="list-style-type: none"> <li>• Provide to represent each song/rhyme as prompt.</li> <li>• Model creating own songs and actions. Use tunes the children are familiar with.</li> </ul>  |



# Resources

## Topic Book Box

### Fiction

On Sudden Hill by Linda Sarah

Dogger by Shirley Hughes

I Love You, Blue Kangaroo! by Emma Chichester Clark

Ruby's Sword by Jacqueline Véissid

Stanley's Stick by John Hegley

Harry and the Bucketful of Dinosaurs by Ian Whybrow

### Non-Fiction

*Dinosaur non-fiction materials*

### Songs, Rhymes and Poetry

I've got no strings to hold me down'

Teddy Bears' Picnic

Train is a-coming

Miss Polly had a Dolly

Humpty Dumpty

Pat-a-Cake.

## Provision Areas

### Small world

- Trains
- Cars
- Ramps
- Guttering
- Sorting hoops

### Maths Area

- Cars
- Carpark
- Trains
- Dinosaurs
- Soft toys
- Toybox
- *Sequencing cards for Kippers Toolbox*
- Natural materials

### Water Tray

- Magnetic fishing game
- Magnetic and non-magnetic objects

### Funky Fingers

- Toy trains, cars, buses and trucks
- Playdough
- Damp sand
- Paint.
- Glupe
- Large sheets of paper.

### Music Area

- Selection of percussion instruments
- Ibert's Fantastic Toy Shop
- Mozart's Toy Symphony.
- Song/rhyme cards

### Science/Investigation

- Yoyos
- Toys with buttons or levers
- Wind up toys
- Spinning tops
- Magnetic toys
- Battery powered toys
- Small magnets
- Paper clips
- Card/ laminated fish
- Stick
- Toys made if different materials
- Sorting hoops

### Wheeled Toys

- Road signs
- Cones
- Roadways made with chalk



# Document Updates

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

Last Updated: 9/03/22

| Date of change | Slide number                                       | Change / Update  | Explanation   |
|----------------|--|--|---|
| 9/3/22         | <a href="#">Understanding the World (Slide 9)</a>  | <ul style="list-style-type: none"> <li>Removed vocabulary 'force' and change to 'pushes and pulls'</li> </ul>  | <ul style="list-style-type: none"> <li>The vocabulary 'force' should be introduced at a later stage as its complexity may encourage misconceptions. Instead use 'push/pull' at this stage.</li> </ul>   |
| 9/3/22         | <a href="#">Understanding the World (Slide 10)</a> | <ul style="list-style-type: none"> <li>Removed 'metal, metallic and non-metallic' as modelled vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>Metallic/magnetic and non-metallic/non-magnetic are not always properties which exist in the same material. Using these terms here may create misconceptions that all metals are metallic, which is not the case.</li> </ul> |
| 9/3/22         | <a href="#">Understanding the World (Slide 10)</a> | <ul style="list-style-type: none"> <li>Activity added 'explore what happens when two magnets are brought together – are they pulled together (attract) or pushed apart (repel).</li> </ul> | <ul style="list-style-type: none"> <li>Activity added to encourage children to introduce language 'attract', 'repel', 'push' and 'pull'.</li> <li>This activity helps children to think about attracting/repelling explicitly.</li> </ul>                           |

