

EYFS Curriculum: Medium Term Plan

Nursery 3/4 | Spring 2 | Cycle 2 | Food Glorious Food



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:

- Develop their communication.
- Use a wider range of vocabulary.
- Be able to talk about familiar books and be able to tell a long story.
- Use vocabulary in their play, that reflects their experiences of books.
- Use talk to organise themselves and their play.
- 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.

Literacy:

- Use some of their print and letter knowledge in their early writing.
- Develop their phonological awareness, so that they can:
 - *Spot and suggest rhymes, recognise words with the same initial sound.*
- Understand the key concepts about print. (directionality of text)

Mathematics



Sorting and Matching:

- Find and match objects which are the same.
- Sort the same set of objects according to different criteria.

Shape:

- Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Link numerals and amounts/Counting:

- Show 'finger numbers' up to 5 when joining number songs and rhymes
- 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.

Measure:

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

Understanding the world



Development matters

- Plant seeds and care for growing plants.
- Understand the key features of the life cycles.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.

Physical Development



Development matters

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Make healthy choices about food.

PSED



Development matters

- Develop their sense of responsibility and membership of a community.
- Develop appropriate ways of being assertive.
- 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.

Expressive Arts and Design



Development matters

- Explore colour and colour-mixing.
- Begin to develop complex stories using small world.
- Make imaginative and complex 'small worlds' with blocks.
- Explore different materials freely.
- 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>Communication and Language:</p> <ul style="list-style-type: none"> • Develop their communication, but may continue to have problems with irregular tenses • Use a wider range of vocabulary. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>- Retell a familiar story.</p> <p>Literacy:</p> <ul style="list-style-type: none"> • 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 their name. 	<p>Jasper's Beanstalk by Nick Butterworth</p> <ul style="list-style-type: none"> • Sequence the story using pictures. • Describe what happens in the story. Act this out in outdoor play. • Write name labels for their beans. • Draw a picture of what they think is at the top of the beanstalk. Use print knowledge to 'write' about it.
3/4	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Use vocabulary in their play, that reflects their experiences of books. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>- Make simple predictions.</p> <p>- Retell a familiar story.</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Understand the key concepts about print: <p>- Page sequencing</p> <p>- We read English text from left to right and from top to bottom</p>	<p>The Little Red Hen</p> <ul style="list-style-type: none"> • When listening to the story for the first time, make predictions about what might happen. • Sequence the story using pictures. • Follow a simple story map to retell the story in a group, in small world play and role play. • Explain where to start reading, turn pages and track text from left to right after modelling.



Communication & language and literacy



Week	Focus	Core texts and learning tasks
5/6	<p>Communication and Language:</p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 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. <p>Literacy:</p> <ul style="list-style-type: none"> 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. 	<p>Oliver's Vegetables by Vivian French</p> <ul style="list-style-type: none"> Learn vegetable names. Explore and describe real vegetables. Play feely bags games, describe and name. Engage in role-play linked to the text e.g. home corner or greengrocers. Engage in purposeful mark making linked to role-play e.g. shopping lists, labels for baskets.
1-6	<p>Literacy:</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> Spot and suggest rhymes Recognise words with the same initial sound, such as money and mother 	<p>Don't Put Your Finger in the Jelly Nelly by Nick Sharratt</p> <ul style="list-style-type: none"> Identify the rhyming words. Suggest new rhyming words <p>Alphabet Ice Cream by Nick Sharratt & Sue Heap</p> <ul style="list-style-type: none"> Match words with the same initial sound Play wit vegetable alliteration e.g. crispy carrot. Play, 'I went to the shop and bought a...'





Week	Focus	Core learning tasks
1	<p>Link numerals and amounts/Counting:</p> <ul style="list-style-type: none"> • Show 'finger numbers' up to 5 when joining number songs and rhymes • 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. 	<ul style="list-style-type: none"> • Sing '5 Fat Sausages' and '5 Currant Buns,' showing the correct number of fingers. • Count out the correct number of sausages/buns. • Sing the number songs with props, in role play for playdough.
2	<p>Sorting and Matching:</p> <ul style="list-style-type: none"> • Find and match objects which are the same. • Sort objects according to different criteria. • Sort the same set of objects according to different criteria. 	<ul style="list-style-type: none"> • Sort beans into groups using different criteria e.g.: <i>size, colour.</i> • Sort vegetables using different criteria e.g.: <i>size, colour, stem/root/leaf.</i> • Choose how to sort food. How else could they sort the same group?
3	<p>Shape:</p> <ul style="list-style-type: none"> • Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Combine shapes to make new ones – an arch, a bigger triangle etc. 	<ul style="list-style-type: none"> • Use 3D shapes/building blocks and junk modelling to create farm buildings and the windmill from the story '<i>The Little Red Hen.</i>' • Describe the shapes they have used.





Week	Focus	Core learning tasks
4	<p>Positional and Directional Language</p> <ul style="list-style-type: none"> Understand position through words alone – for example, “The bag is under the table,” – with visual cues 	<ul style="list-style-type: none"> Follow positional and directional language to find the hen hidden outside. Hide the hen in the small world farm and use positional language to direct a friend to find it.
5	<p>Measure:</p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Explore changing the size, length and capacity of materials 	<ul style="list-style-type: none"> Sort vegetables in to sets large/small, heavy/light. Fill shopping bags - how to we make them lighter and heavier? Order vegetables in length from shortest to longest. Observe what happens to the size of a cake when we cut it.
6	<p>Link numerals and amounts/Counting:</p> <ul style="list-style-type: none"> Recite numbers to 5 Subitise small groups of objects. 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. 	<ul style="list-style-type: none"> Sing the ‘One, Potato, Two Potato’ song. Count potatoes into buckets. Dig up potatoes buried in soil or sand and count them. Count eggs into egg boxes (plastic). Find the box with 2, 3 or 4 eggs in it.



Personal, Social and Emotional Development



Pupils should be able to:

Development matters

- Develop their sense of responsibility and membership of a community.
- Develop appropriate ways of being assertive.
- 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.

	What the children will do	What the practitioners should do
Activity	<p>Take responsibility for caring for living things. This could be eggs in an incubator. Learn about looking after the eggs and chicks/ducklings.</p> <p>Where this is not possible to have an animal in the setting, take care of a pretend animal. What do they need to do everyday? What would they do if their animal was poorly?</p>	<ul style="list-style-type: none"> • Talk to the children about the commitment required to care for any animal. • Introduce what a vet does. • Support the children to negotiate roles. • Model solutions when everyone wants a turn at the same time e.g.: using timers, setting up a rota. • Explain that chicken lay eggs that we eat.
Activity	<p>Discuss the different characters in the story <i>The Little Red Hen</i>. Answer questions. <i>Why didn't they want to help? Do you think they should have helped?</i></p> <p>Link to their own experiences.</p>	<ul style="list-style-type: none"> • Talk about how it is everyone's responsibility in the setting to look after it and hat sometimes this means us doing things we don't want to do, to make it a good place for everyone to be e.g.: <i>tidying up</i>.
Enhanced Provision: Planting Area	<p>Look after the flowers and vegetables they have planted by watering and weeding regularly.</p> <p>Have a go at planting seeds independently.</p>	<ul style="list-style-type: none"> • Provide gardening tools, seeds, seed trays and compost outside. • Create daily checklists with images of watering and weeding.



Physical Development



Pupils should be able to:

Development matters

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Make healthy choices about food, drink, activity and toothbrushing.

	What the children will do	What the practitioners should do
Activity	<p>Look at a selection of fruit and vegetables.</p> <p>Make a salad- Wash each fruit or vegetable in cold water and dry thoroughly. Cut into bite-sized pieces. Toss all ingredients in a bowl and then put into individual dishes. Use a knife and fork to eat.</p> <p>Talk about why it is important to eat a range of fruit and vegetables.</p>	<ul style="list-style-type: none"> • Explain that we get vitamins and minerals from fruit and vegetables and that we need to eat 5 a day to stay healthy. • Model using a knife and fork. • Carry out appropriate risk assessments and food hygiene practices when preparing food with the children.
Activity	<p>Sort the different foods into healthy and not healthy.</p> <p>Make healthy lunch/picnic baskets.</p> <p>Cut and stick food images to make a healthy meal.</p>	<ul style="list-style-type: none"> • Explain that food and drink that unhealthy food is food that you shouldn't have all the time, just as a treat and that healthy food are things you should have everyday.
Enhanced Provision: Wheeled Toys	<p>Use wheeled toys are farm vehicles. Make a farmyard route for tractors to drive around. Move straw and animals around the farm. Use trailers or wheelbarrows and bikes with a back platform. Pretend to plough fields, scatters seeds and water the plants. Separate areas off into fields.</p>	<ul style="list-style-type: none"> • Share videos and pictures of farmers at work. • Model vocabulary e.g.: <i>plough, sow, spread, scatter, tractor, trailer, barn, paddock, field.</i> • Lay out routes for children to navigate and encourage them to follow straight lines for ploughing and sowing seed.



Understanding the World



Pupils should be able to:

Development matters

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

	What the children will do	What the practitioners should do
Activity	<p>Look and talk about the life cycle of a bean. Plant and observe their own beans. Regularly water their beans. Use magnifying glasses while observing beans and beanstalks. Talk about what plants need to grow</p>	<ul style="list-style-type: none"> • Model key vocabulary • Model each stage of the planting process. Show children how to care for the plants. Talk about what a plant needs to grow (light and water). Provide images as prompts. • Ask questions e.g. <i>How can you look after plants in your garden? What do plants need to grow?</i>
Activity	<p>Have an incubator in the setting. Observe the eggs hatching and the chicks/ducklings growing. Talk about the life cycle of a chicken. Sequence pictures of the life cycle.</p>	<ul style="list-style-type: none"> • Take photos that they can sequence and discuss in the setting. • Model sequencing the images of the life cycle.
Enhanced Provision: Garden / Investigation Area	<p>Plant vegetable seeds in small pots. Transplant them to a growing area outside when they are ready. Care for and observe the plants as they grow. Harvest the vegetables when they have grown. Grow cress inside, harvest and eat. Observe the changes to the seed using a magnifying glass.</p>	<ul style="list-style-type: none"> • Ask questions e.g. <i>How can you look after plants in your garden? What do plants need to grow?</i> • Model using the gardening tools safely. • Model key vocabulary • Model each stage of the planting process. • Show children how to care for the plants. Provide images as prompts.




Expressive Arts and Design



Pupils should be able to:

Development matters

- Explore colour and colour-mixing.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.

	What the children will do	What the practitioners should do
Activity	Make salt dough vegetables to use in the role-play area. Explore mixing colours to paint the salt-dough vegetables they have made.	<ul style="list-style-type: none"> • Provide real vegetables. • Model colour mixing and provide colour mixing charts. • Model vocabulary e.g <i>colour names mix, darker, lighter, different, same, similar.</i>
Activity	Make pictures using food. Explore their own ideas, deciding what to make and what food to use. 	<ul style="list-style-type: none"> • Share photographs of different pictures and patterns made with food. • Encourage children to develop their own ideas. • Model making choices and explaining why.
Enhanced Provision: Creative Area	1) Mix the colours and shades they need to paint vegetable pictures or print with vegetables. Make patterns and pictures with their vegetable printing. 2) Explore printing with vegetables and using dried pasta/lentils to create textured pictures.	<ul style="list-style-type: none"> • Provide real vegetables. • Model colour mixing and provide colour mixing charts. • Model vocabulary e.g <i>colour names mix, darker, lighter, different, same, similar.</i>



Resources

Topic Book Box

Fiction

Colin and Lee Carrot and Pea by Morag Hood
Jasper's Beanstalk by Nick Butterworth
The Little Red Hen
Oliver's Vegetables by Vivian French
Lunchtime by Rebecca Cobb
The Tiger Who Came to Tea by Judith Kerr
I Will Never Not Ever Eat a Tomato by Lauren Child
Don't Put Your Finger in the Jelly Nelly by Nick Sharratt
Alphabet Ice Cream by Nick Sharratt & Sue Heap

Non-fiction

Egg to Chicken Life Cycles by Holly Duhig

Songs, Rhymes and Poetry

5 Fat Sausages
5 Currant Buns
One, Potato, Two Potato

Provision Areas

Small world

- Farm animals
- Wooden bricks

Maths Area

- Vegetables
- Balancing scales
- Shopping bags
- Soil
- Potatoes
- buckets

Wheeled Toys

- Straw
- Animal toys
- Trailers, wheelbarrows and/or bikes with a back platform.
- Seeds
- Water

Outdoor Investigation Area

- Checklists
- Clip boards
- Recording sheets
- Mark making equipment
- Magnifying glasses
- Pots
- Soil
- Gardening tools
- Beans and seeds
- Watering can

Science/Investigation

- Eggs and incubator
- Chicken cage
- Life cycle sequencing cards

Snack Table

- Vegetables
- Recipes
- Kitchen tools
- Risk assessment

Creative Area

- Salt dough ingredients
- Paint
- Vegetables

Mark making

- Jasper's Beanstalk sequencing cards
- Red Hen sequencing cards
- Story maps

Role Play

- Baskets
- Paper shopping bags
- Tills and money

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	Understanding the World (Slide 10)	<ul style="list-style-type: none">Added note to practitioners to talk about light and water specifically.	<ul style="list-style-type: none">At this stage in N3/4 the key focus should be light and water. In KS1 and beyond, children will learn that plants also need a suitable temperature and nutrients to grow.

