



# EYFS MEDIUM TERM PLANNING- THE WORLD WE LIVE IN



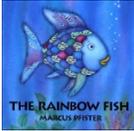
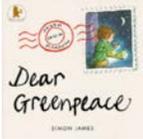
Curriculum Planning Spring Term 2020

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	Intent		Implementation		Impact	
	Key Learning	Opportunities and experiences	Key vocabulary and Questions	Book Links	Evidence	
Building Relationships	<p>To follow rules and routines in Reception and school.</p> <p>To have the confidence to explain their wants / needs.</p> <p>To describe themselves in positive terms.</p> <p>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>To initiate conversations, attends to and takes account of what others say.</p> <p>To be able to explain own knowledge and understanding, and asks</p> <p>To ask appropriate questions of others.</p> <p>To take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Children will be promoted to solve conflict themselves. They will be encouraged to reflect on their decisions and making the right choice.</p> <p>P4C lessons</p> <p>School trips</p>	<p>P4C</p> <p>Is Immi lonely?</p> <p>Should we judge people on their appearance?</p> <p>Please</p> <p>Thank you</p> <p>May I have a turn?</p>	<p>Immi</p>  <p>Jack Frost</p>  <p>Betty and the Yeti</p> 	<p><u>At home, you may now see your child...</u></p> <p>Talking about friendships in school.</p> <p>Discussing their views on situations and how to make good choices.</p>	<p><u>Children can now...</u></p> <p>Play cooperatively with friends.</p> <p>They can solve problems independently.</p>
Gross Motor	<p>Begin to use anticlockwise movement and retrace vertical lines.</p>	<p>¾ times a week Squiggle Whilst You Wiggle, Dough Disco and Funky Finger activities.</p> <p>Outdoor larger scale chalking on the floor.</p> <p>Weekly PE session</p> <p>Outdoor children can make their own obstacle course.</p> <p>Large scale construction outdoors.</p>	<p>Clock wise</p> <p>Anti clockwise</p> <p>Round</p> <p>Up</p> <p>Down</p> <p>Bigger</p> <p>Smaller</p>	<p>Betty and the Yeti</p> 	<p>Maybe holding a pencil correctly.</p> <p>Will be writing recognisable letters, some of these will be correctly formed.</p> <p>Will be able to make snips using scissors and control scissors with one hand.</p>	<p>Children will be forming letters correctly whilst using a tripod grasp to hold a pencil.</p> <p>Letters such as a,d,g,q, are formed correctly using a anti clockwise movement.</p>



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<p>Fine Motor</p>	<p>To use simple tools to effect changes to materials. To be able to handle tools, objects, construction and malleable materials safely and with increasing control. To show a preference for a dominant hand. Begins to form recognisable letters. To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>¾ times a week Squiggle Whilst You Wiggle, Dough Disco and Funky Finger activities. Funky Finger area to develop cutting skills and fine motor. Focused handwriting sessions to develop letter formation. Creative area focus to develop making skills- making igloos and observational drawing. Indoor and outdoor construction area- creating igloos with different materials. New outdoor construction resources to promote different ways to build and develop motor movements.</p>		<p>Commotion in the Ocean</p>  <p>The Rainbow Fish</p>  <p>Dear Greenpeace</p> 		
<p>Comprehension</p>	<p>To begin to read short sentences and explain what they have read.</p>	<p>Weekly book based activities to develop understanding and structure of stories Story mapping. Reading area has a range fiction and nonfiction books for children to enjoy as well as books that children will be able to read independently. Small world/ story telling area will be changed in line with the book to promote the retelling of the text that week.</p>	<p>Immi: frozen hardly supper brightest wonder faraway brighter melt gently wonders lonely</p> <p>Here Comes Jack Frost: winter hibernating sighed patterns figure frost ice sledge warm snowdrop spring</p> <p>Betty and the Yeti:</p>		<p>Will be able to hold a book the correct way, turning one page at a time whilst discussing or retelling a story. They may even make up their own story using the pictures as prompts. Will be able to read phonetically. Will know to read from left to right. When out and about children maybe curious about words and letters in the environment.</p>	<p>Children will be able to read themselves and explain what they have read.</p>



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			<p>sled freeze yeti a pair stamped thick enormous polar bear fur gloat artic hare whale blubber slopes</p>			
Word Reading	<p>To continue to read cvc words and cvcc. To begin to read short sentences and explain what they have read.</p>	<p>Children to complete weekly guided reading session with a book that matches their phonics ability and home reader. Daily phonics.</p>	<p>These will be linked specifically to each child's reading level based upon their phonics ability / group.</p>	<p>Books will be linked specifically to each child's reading level based upon their phonics ability / group.</p>	<p>Identify all initial sounds and may read CVC/CVCC words. May take an interest in words and letters whilst out and about.</p>	<p>Children will be able to read CVC and CVCC words they will then be able to read sentences and explain what they have read.</p>
Writing	<p>To begin to write short sentences- remembering full stops, finger spaces and capital letters. To write cvc and cvcc words. To write their name independently. To be able to copy captions.</p>	<p>Indoor writing area where children can write independently. Simple picture prompts for children to write a simple sentence. Name station to promote name writing. Additional writing area / fact area to promote writing and searching for their own information. Weekly writing session in books.</p>			<p>May take an interest in writing at home and will want to imitate adults writing. Children will be able to write cvc and begin to write sentences.</p>	<p>Children will be writing words by using Fred Fingers to identify the sounds in the words. Some children will be writing sentences that can be read by themselves and other.</p>
Number	<p>To add quantities. To count correctly to 15 and recognise numerals. To order numbers 0-10 and then to 20. To begin to match quantities to numerals-1 to 10.</p>	<p>Continue to visit Ten Town to help develop number formation and number recognition to 15. Maths carrousel- concrete, pictorial and physical activities. Morning maths session have a focus on outdoors which will promote 1-1 counting.</p>	<p>Add, plus, total Equal One more / one less Estimate More / less</p>		<p>Children may take an interest in numbers whilst out and about. Children will count objects correctly and match it to the correct numeral.</p>	<p>Children can recognise numerals 0-20, they can count out matching objects and form the numeral.</p>



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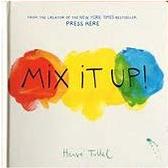
	To be able to estimate quantities and check them by counting.					
Understanding the World – Growth and Change	To discuss similarities and differences in the world.	Research animals and where they live. Compare their home to the Artic Polar/under the sea and the jungle ice caps melting, discuss global warming, freezing and melting/ other animal’s habitats.	frozen faraway melt winter hibernating frost ice polar bear artic hare whale penguin igloo snow artic Antarctic England, Petelee ,Durham House habitat		May be aware of the artic and the animals that live there. They will be aware of different ways to help save the environment. Will have a knowledge of animals that live under the sea, how they live their and their features.	Children will know that there are different parts of the world and that they have different features. They will be able to talk about ways to help save the environment and will contribute to saving the environment.
Understanding the World- People, Culture and Communities	To describe special family times. To join in with different cultures customs and routines.	Children to expand their knowledge of the artic and how Inuit’s live, children to learn simple phrases in Inuit- hello.	Artic Snow Ullaasakkut (good morning) Unnusakkut (good afternoon)		Children will be able to say hello in a range of languages- French, Indian, Inuit, Mexican.	Recognise there are different ways to live. People speak in different languages and live in different environments.



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<p>Expressive Arts and Design – Being Imaginative and Expressive Art and Design</p>	<p>To create simple representations of people. To use construction materials to build with a purpose in mind creating enclosures. To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect. To use simple tools and techniques competently and appropriately. To be able to select appropriate resources and adapt work where necessary. To be able to select tools and techniques needed to shape, assemble and join materials they are using. To choose particular colours to use for a purpose.</p>	<p>Children to develop cutting skills Children to complete self-portrait assessment. Using art/jungle animal's children will use a range of materials to complete observational drawings. Open ended resources will be provided in the creative area for children to use and make art work. Small world will be enhanced with art/jungle animal and materials so that children can choose what type of animals they would like to use to create stories. Children to be independent when colour mixing.</p>	<p>Mix Primary Secondary Lighter Darker</p>	<p>Mix It Up</p> 	<p>Children may enjoy drawing or making things that represent objects. They will be able to discuss what they have done and how they could make things better. Children will have a knowledge of mixing colours and what colour two colours will make.</p>	<p>Children will know how to make colour- purple, green, pink.</p>
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