

# EYFS Medium Term Planning – 2022/2023

Reception – 4/5		All About Me
Autumn 1	DM Outcomes (See R.E. Planning)	Activities
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Further develop listening skills.</li> <li>• Retell stories</li> <li>• Learn new vocabulary</li> <li>• Understand how to listen carefully and why listening is important</li> </ul>	Extending vocab <ul style="list-style-type: none"> <li>✓ Listening to stories and engaging</li> <li>✓ Questioning who? What? Why?</li> <li>✓ Develop social phrases</li> <li>✓ Engage in story times.</li> <li>✓ Learn rhymes, poems and songs.</li> <li>✓ Listen to and talk about stories to build familiarity and understanding.</li> <li>✓ Describe events in some detail</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Manages own needs - Hygiene</li> <li>• See themselves as a valuable individual</li> <li>• Know and talk about different factors that support their overall health and wellbeing.               <ul style="list-style-type: none"> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> </ul> </li> </ul> <p>Which stories are special and why?</p> <p>Builds constructive and respectable relationships See themselves as a valuable individual</p>	<ul style="list-style-type: none"> <li>✓ Brushing of the teeth</li> <li>✓ Talk about going to bed at a sensible time and having too much television/lpad etc</li> <li>✓ Making sure they stay warm outdoors</li> <li>✓ Independent learning – dressing</li> <li>✓ Washing of the hands</li> <li>✓ Staying safe as the go home- listening carefully making the right choices</li> <li>✓ Talk about being a part of a community and looking after our friends and neighbours.</li> <li>✓ Share stories talk about the problem and how the characters solved them in the end</li> <li>✓ Ask chn to bring in their favourite book and stories from home, choose the favourite story in class, or the teacher could share their favourite stories. Encourage the chn to explain why they like their story so much.</li> <li>✓ Express their feelings and consider the feelings of others - discuss solutions and ideas how we could resolve situations</li> <li>✓ Regulate behaviour accordingly – find out of things we can do and say to help us regulate</li> <li>✓ Work and play cooperative and take turns with others – provide opportunities were children can take turns and work together in various situations</li> <li>✓ Give focus attention to what the teacher says – discuss how they need to listen to the teacher to know what to do to help them to make right choices.</li> <li>✓ Explain the reason for rules – Discuss why we need to follow rules and routines</li> <li>✓ Talk about making friends and what qualities we need to make a good friend.</li> </ul>
<b>Physical Development</b>	Confidently use a range of small and large equipment. Further develop the skills they need to manage the school day effectively:	<ul style="list-style-type: none"> <li>✓ Practise negotiating the large outdoor play equipment until they become experts at moving on and around it.</li> <li>✓ Use the fixed tyre obstacle in playground.</li> <li>✓ Have experience of using the bikes outside and moving around safely, being particularly aware of the people around them.</li> <li>✓ Using building blocks or Duplo to build models.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Lining up and queuing.</li> <li>- Mealtimes.</li> <li>- Personal hygiene.</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen-time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn how to use scissors correctly.</li> <li>✓ Practise lining up in an orderly fashion when lining up for lunch or when going out to play.</li> <li>✓ Learn etiquette and good manners at lunchtime.</li> <li>✓ Practise correct handwashing.</li> <li>✓ Reading non-fiction books about being healthy.</li> <li>✓ Practise brushing teeth.</li> <li>✓ Talk about road safety and practise crossing the road.</li> <li>✓ Continue to develop fine motor skills by using play dough and threading.</li> <li>✓ Learn to use a paint brush encourage brushing left to right to develop eye and hand co-ordination.</li> <li>✓ Draw around stencils and shapes to begin to master hand writing skills.</li> <li>✓ Talk about being safe when going home and walking to and from school. How important it is to listen to instructions to keep ourselves safe.</li> <li>✓ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</li> <li>✓ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>
<p><b>Literacy</b></p>	<p>Read individual letters by saying the sounds for them</p>	<p><b>Follow Read, Write Inc Program</b></p> <ul style="list-style-type: none"> <li>✓ Set 1 A/B includes VC</li> <li>✓ Pinny Time – Outdoors</li> <li>✓ Use writing sheets to consolidate letters and their sound</li> <li>✓ Enjoy songs and rhymes, tuning in and paying attention.</li> <li>✓ Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Charanga)</li> <li>✓ Say some of the words in songs and rhymes.</li> <li>✓ Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>✓ Enjoy sharing books with an adult.</li> <li>✓ Pay attention and responds to the pictures or the sounds/ words.</li> <li>✓ Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone</li> <li>✓ Repeat words and phrases from familiar stories.</li> <li>✓ Ask questions about the book. Makes comments and shares their own ideas.</li> <li>✓ Develop play around favourite stories using props.</li> <li>✓ Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>✓ Enjoy drawing freely.</li> <li>✓ Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> </ul>

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		<ul style="list-style-type: none"> <li>✓ Make marks or form letters on their picture to stand for their name. Encourage the chn to use RWI letters from display</li> </ul>
<b>Mathematics</b>	Counting Pattern	<p>Follow <a href="#">White Rose Maths Program</a></p> <ul style="list-style-type: none"> <li>✓ <b>Just Like Me</b></li> <li>✓ Number - Match, Sort and Compare Amounts</li> <li>✓ Measure, Shape and Spatial Thinking – Compare Size, Mass and Capacity.</li> <li>✓ Explore Pattern – in the environment including repeating patterns/natural resources</li> <li>✓ <b>It's Me 1,2,3!</b></li> <li>✓ Number - Representing, Comparing and composition of 1,2 and 3</li> <li>✓ Measure, Shape and Spatial Thinking – Circles and Triangles/ Positional Language.</li> <li>✓ Make a shape picture</li> <li>✓ Go on a shape hunt.</li> <li>✓ Build towers outdoors with blocks. How many?</li> <li>✓ Sort and count with natural materials</li> <li>✓ Order numbers 1,2,3 on bikes</li> <li>✓ Outdoor Numicon</li> <li>✓ Playing hopscotch</li> <li>✓ Play games- What's the time Mr Wolf?</li> <li>✓ Make an obstacle course, encourage the children to travel on, under in out etc</li> </ul>
<b>Understanding the World</b>	Talk about family and community. Name and describe familiar people  Changing Seasons (Autumn)	<ul style="list-style-type: none"> <li>✓ Draw and describe their family and who lives in their house.</li> <li>✓ Bring family pictures make a display</li> <li>✓ Autumn findings - talk about what they see and smell. Take prints of autumn leaves/rubbings of the tree</li> <li>✓ Make self portraits using the wooden blocks/fruit and vegetables/ Charcoal etc – introduce the artist ..... (Giuseppe Arcimboldo)</li> <li>✓ What we were like as babies: - What can we do now that we couldn't do as babies? Different toys, clothes etc.</li> <li>✓ Discuss chn's experiences with people who are familiar to them. Talk about people they have met in the community/school.</li> <li>✓ Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>✓ Describe what they see, hear and feel whilst outside</li> <li>✓ Celebrate Black History Month.</li> </ul>
<b>Expressive Arts and Design</b>	Explores, uses and refines artistic effects. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<ul style="list-style-type: none"> <li>✓ Colour mixing using primary colours – Skittles/Bubble painting/Rolling marbles/Rubbings using wax crayons/</li> <li>✓ Making skeletons using black paper and straws</li> <li>✓ Hand and foot prints using paint and talcum powder with sticky back plastic</li> <li>✓ Make Autumn trees talk about the different seasons choose a tree in the playground and name it. Do an observational drawing of it. Continue to watch it through the year. How is it changing?</li> </ul>

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	Develop storylines in their pretend play	<ul style="list-style-type: none"> <li>✓ Whilst learning the numbers one two and three use Numicon to print using paint/ decorate numbers 1, 2 and 3 using different media</li> <li>✓ Develop storylines in their pretend play.</li> <li>✓ Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>✓ Create collaboratively sharing ideas, resources and skills.</li> <li>✓ Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
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Reception – 4/5		Celebrations around the World
Autumn 2	DM Outcomes	Activities
<b>Communication and Language</b>	Gain information from non-fiction texts	<ul style="list-style-type: none"> <li>✓ Continue to develop social phrases</li> <li>✓ Continue to engage in story times.</li> <li>✓ Continue to learn rhymes, poems and songs.</li> <li>✓ Continue to listen to and talk about stories to build familiarity and understanding.</li> <li>✓ Continue to describe events in some detail</li> <li>✓ Begin to familiarise themselves with information books, discuss what they are used for and begin to learn the different parts. (Focus on our theme for the term ie Bonfire Night /Diwali/Remembrance Day/ Children in Need/Hanukkah/Advent/Christmas</li> </ul>
<b>Personal, Social and Emotional Development</b>	Builds respectful relationships <i>Which people are special and why?</i>	<ul style="list-style-type: none"> <li>✓ <i>Talk about significant people within the school and the wider community, ie caretaker/lollypop person/ headteacher/vicar etc.</i></li> <li>✓ Continue to builds constructive and respectable relationships</li> <li>✓ Continue to express their feelings and consider the feelings of others</li> <li>✓ Continue to regulate behaviour accordingly</li> <li>✓ Continue to work and play cooperative and take turns with others</li> <li>✓ Continue to give focus attention to what the teacher says and make the right choices</li> <li>✓ Continue to manage their own needs in terms of basic hygiene and keeping them safe</li> <li>✓ Begin to show resilience and perseverance in the face of challenge.</li> <li>✓ Begin to Identify and moderate their own feelings socially and emotionally.</li> <li>✓ Begin to think about the perspectives of others</li> </ul>
<b>Physical Development</b>	Develop co-ordination and balance	<ul style="list-style-type: none"> <li>✓ Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>✓ Continue to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE</li> <li>✓ Continue to develop their fine/motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Small and large construction kits.</li> <li>✓ Continue to explore the outdoors, using a range of equipment which will challenge their physical skills.</li> </ul>

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		<ul style="list-style-type: none"> <li>✓ Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> </ul>
<b>Literacy</b>	Builds sounds into words, so that they can read short words made up of known letter sounds correspondences. Read some common exception words matched to phonic program.	<p><b>Follow Read, Write Inc Program</b></p> <ul style="list-style-type: none"> <li>✓ Read individual letters by saying the sounds for them</li> <li>✓ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>✓ Read some letter groups that each represent one sound (Special Friends) and say sounds for them.</li> <li>✓ Read a few common exception words matched to the RWI programme.</li> <li>✓ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>✓ Begin to Form lower-case letters correctly.</li> <li>✓ Spell words by identifying the sounds and then writing the sound with letter/s. (Fred fingers)</li> </ul>
<b>Mathematics</b>	Linking numerals to values. Pattern	<p><b>Follow White Rose Maths Program</b></p> <ul style="list-style-type: none"> <li>• <b><u>It's Me 1,2,3!</u></b> <ul style="list-style-type: none"> <li>✓ Number - Representing, Comparing and composition of 1,2 and 3</li> <li>✓ Measure, Shape and Spatial Thinking – Circles and Triangles/ Positional Language</li> </ul> </li> <li>• <b><u>Light and Dark.</u></b> <ul style="list-style-type: none"> <li>✓ Number – Representing Numbers to 5/ one more and one less</li> <li>✓ Measure, Shape and Spatial Thinking – Shapes with 4 sides/ Time</li> </ul> </li> </ul>
<b>Understanding the World</b>	Changes seasons Autumn  Celebrations and beliefs. Special places	<ul style="list-style-type: none"> <li>✓ Celebrate the world we live in and how we can help to be a good citizen and look after the world and the people in it.</li> <li>✓ Celebrate different cultures and celebrations</li> </ul> <p><b>Bonfire Night</b></p> <ul style="list-style-type: none"> <li>✓ Talk about being safe during this time</li> <li>✓ Use Espresso to find out facts about Bonfire Night</li> <li>✓ Engage in Information books to find out facts.</li> <li>✓ Make Guy Fawkes</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>✓ Read books and find out about different cultures and find out why Diwali is called the 'Festival of Lights' use Espresso. Answer questions using the quiz. Listen to different music and look at the different costumes/dresses. Try out various foods.</li> </ul> <p><b>Remembrance Day</b></p> <ul style="list-style-type: none"> <li>✓ Talk about Remembrance Day</li> </ul> <p><b>Children in Need</b></p> <ul style="list-style-type: none"> <li>✓ Talk about the charity Children in Need and why it is important that we raise money for charity and how it can help those who need and who are less fortunate than ourselves.</li> </ul> <p><b>Hanukkah</b></p>

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		<ul style="list-style-type: none"> <li>✓ Discuss the Jewish celebration, find out facts</li> <li>✓ Look at the symbols (The star) and how it is different to our Christianity (Cross)</li> </ul> <p><b>Advent.</b></p> <ul style="list-style-type: none"> <li>✓ Talk about the celebration of Jesus</li> <li>✓ Discuss how other children celebrate Christmas around the world. How many different names are there in term of Santa? Are they all dressed in red and white?</li> <li>✓ Talk about the weather changing and how the Winter differs from other seasons of the year</li> </ul>
<b>Expressive Arts and Design</b>	Listens to music and talks about music. Dance and performing arts.	<p><b>Bonfire Night</b></p> <ul style="list-style-type: none"> <li>✓ Make firework pictures using paint</li> <li>Make fireworks using bread sticks/chocolate/sprinkles</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>✓ Make Diwali lamps using plaster of paris</li> <li>✓ Act out song and dance using Indian Music</li> </ul> <p><b>Remembrance Day</b></p> <ul style="list-style-type: none"> <li>✓ Make poppies</li> </ul> <p><b>Children in Need</b></p> <ul style="list-style-type: none"> <li>✓ Celebrate Children in Need by making dressing up, making cakes and donating for a good cause.</li> </ul> <p><b>Hanukkah</b></p> <ul style="list-style-type: none"> <li>✓ Talk about the Menorah and make one</li> <li>✓ Make and taste Jewish food</li> </ul> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>✓ Celebrate Christmas</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>✓ Participate in a Christmas concert</li> <li>✓ Make Christmas cards</li> <li>✓ Make a calendar</li> </ul>

Reception – 4/5		Traditional Tales
Spring 1	DM Outcomes	Activities
<b>Communication and Language</b>	Ask questions	<ul style="list-style-type: none"> <li>✓ Learn new vocabulary and identify vocab for example when exploring different materials ie freezing, dissolving, rough, smooth etc.</li> <li>✓ Ask questions about things that they see, hear, feel. Ie this looks amazing, think out loud, ask questions to check if they understand. How do you know? What can you see? How is this different? I wonder why the ice has melted? etc</li> <li>✓ Deliver Nuffield Early Language Intervention (NELI), the programme is designed for reception pupils and involves providing targeted small group and one-to-one support for children who would benefit from additional support with their language and early literacy skills. The course will run over 20 weeks</li> </ul>

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		(3 group sessions and 2 individual sessions a week) Children will be reassessed at the end of 20 weeks to see impact of the course.
<b>Personal, Social and Emotional Development</b>	Develop resilience and perseverance skills Which places are special and why?	<ul style="list-style-type: none"> <li>✓ Provide opportunities for the children to tell each other about their work and play.</li> <li>✓ Help them to reflect and self-evaluate.</li> <li>✓ How can we do things better?</li> <li>✓ Are we making the right choices?</li> <li>✓ Develop problem solving skills by working together.</li> <li>✓ Show that mistakes are an important part of learning and doing thing again is not about failure, but about learning. <b>Practice make permanent not perfect.</b></li> </ul>
<b>Physical Development</b>	Use a range of tools competently, safely and confidently- scissors, pencils tools.	<ul style="list-style-type: none"> <li>✓ Provide a range of equipment for the children to use – balance bikes, pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts for example.</li> <li>✓ Give the children experience of spinning, rocking, tilting, falling, sliding and bouncing on the equipment provided.</li> <li>✓ Gymnastics lesson in the hall – jumping jacks and rock and roll. Jumping and hopping. Balancing on one leg. Jumping and balancing on equipment. Creating a jumping sequence Types of gymnastic rolls. Creating a roll sequence.</li> <li>✓ Practice cutting using scissors.</li> <li>✓ Hand exercises to develop hand dexterity and strength – Griffin OT.</li> <li>✓ Dough disco.</li> <li>✓ Practise following lines and shapes using pencils.</li> <li>✓ Painting using different thicknesses of paintbrushes.</li> <li>✓ Walking along a straight line holding a bean bag/ball/bat.</li> </ul>
<b>Literacy</b>	Read some letter groups that each represent one sound and say sounds for them. Re-read these books to build confidence in word reading, fluency, understanding and enjoyment.	<p><b>Follow Read, Write Inc Program</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound (Special Friends) and say sounds for them.</li> <li>• Read a few common exception words matched to the RWI programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Begin to Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. (Fred fingers)</li> <li>• Start to write simple captions- match to individuals' levels</li> <li>• Encourage the chn to read and re-read your own writing to check it makes sense</li> </ul>

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<p><b>Mathematics</b></p>	<p>Explore the composition of numbers up to 10 Subitising Shape Measure</p>	<p><b>Follow White Rose Maths Program</b></p> <ul style="list-style-type: none"> <li>• <b>Alive in 5!</b> <ul style="list-style-type: none"> <li>✓ Introducing zero</li> <li>✓ Comparing numbers to 5</li> <li>✓ Composition of 4 and 5</li> <li>✓ Comparing Mass</li> <li>✓ Comparing Capacity</li> </ul> </li> <li>• <b>Growing 6,7,8</b> <ul style="list-style-type: none"> <li>✓ Exploring 6,7,8</li> <li>✓ Making pairs</li> <li>✓ Combining two groups</li> <li>✓ Length and Height</li> <li>✓ Time</li> </ul> </li> <li>• Talk about measure when cooking gingerbread/porridge/Bread</li> <li>• Provide opportunities outdoors/indoors to build and construct.</li> <li>• Copy and repeat patterns and images using different media. Ie lego/popoids/blocks etc</li> <li>• Explore time by having races using bikes. How many times can they jump in a minute? Make a track using resources, measure length.</li> <li>• Talk about the season Winter talk about it comes after Autumn and Before Spring.</li> </ul>
<p><b>Understanding the World</b></p>	<p>Changing seasons- Winter Drawing information from a map.</p>	<ul style="list-style-type: none"> <li>• Plant beans and watch them grow talk about similarities and differences</li> <li>• Talk about their local environment. What we can do to improve and adapt it?</li> <li>• Draw maps of the playground and the equipment.</li> <li>• Draw a map of our classroom. Can they draw a map of their house and all the street furniture and signs that they can see?</li> <li>• Discuss the season Winter how things are still changing.</li> <li>• What would be the best material to make a house. Ask why? Look and discuss different materials. Can they sort? Which materials are waterproof and which are not. Make ice balloons. Add salt and colouring what happens to the ice balloon? What can they hear as the salt penetrates the ice? Make a recording of how long it takes for the ice to melt.</li> <li>• Chinese New Year – The Year of the Tiger- Discuss the beliefs and traditions about the celebration</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p>Develop stories in their play. (Traditional Tales)</p>	<ul style="list-style-type: none"> <li>• <b>Role Play –</b> Traditional Stories - 3 little pigs/Goldilocks and the three bears/The Gingerbread Man/ Little Red Hen/Jack and the Beanstalk.</li> <li>• <b>Drama –</b> Act out the different stories as a group</li> <li>Hot Seat – Characters.</li> <li>• Make 3 pigs houses using different materials</li> <li>• Make 3 bears – different materials</li> </ul>



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		<ul style="list-style-type: none"> <li>• Design and make a chair</li> <li>• Make a Gingerbread Man – collage</li> <li>• Creative work related to the traditional tales.</li> <li>• Make porridge/Gingerbread Men/Bread</li> <li>• Chinese New Year – Role Play – Chinese House</li> <li>• Cooking – Stir Fry/fortune Cookies</li> <li>• Making a Large Chinese Dragon</li> <li>• Making individual Chinese Dragons</li> <li>• Celebrate with dance</li> <li>• Making marks using symbols</li> </ul>
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Reception – 4/5		Fantasy
Spring 2	DM Outcomes	Activities
<b>Communication and Language</b>	Develop story language and understanding of stories	<b>Beegu/Here comes the Aliens/Supertato/Whatever Next/Biscuit Bear</b> <ul style="list-style-type: none"> <li>✓ Continue to develop social phrases</li> <li>✓ Continue to engage in story times.</li> <li>✓ Continue to learn rhymes, poems and songs.</li> <li>✓ Continue to listen to and talk about stories to build familiarity and understanding.</li> <li>✓ Continue to describe events in some detail</li> <li>✓ Deliver Nuffield Early Language Intervention (NELI), the programme is designed for reception pupils and involves providing targeted small group and one-to-one support for children who would benefit from additional support with their language and early literacy skills. The first 10 weeks we will be looking at Pragmatics when and how to use different kinds of language. Receptive and Expressive language understanding and using words. We are specifically targeting Narrative language, sequencing and structuring a story and recounting the story also personal events. We are looking at Inference, learning to understand the meaning of context in a story or situation and generating ideas that may not be written explicitly in the story.</li> </ul>
<b>Personal, Social and Emotional Development</b>	Understand the importance of being healthy <b>Which times are special and why?</b>	<ul style="list-style-type: none"> <li>• Circle time – healthy bodies/healthy minds.</li> <li>• Recognise a variety of feelings within themselves and recognise that other people have them too.</li> <li>• To talk about the different emotions, they have and how to manage them.</li> <li>• How to keep our bodies healthy through exercise, staying hydrated and eating fruit and vegetables.</li> <li>• What special times have the children had?</li> <li>• What happens at Christmas? Can the children remember the Christmas story?</li> <li>• Easter.</li> <li>• Why do Hindus celebrate Holi?</li> <li>• What is Mother’s Day?</li> </ul>

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<p><b>Physical Development</b></p>	<p>Develop ball skills including: throwing, catching, kicking, passing batting and aiming.</p> <p>Further develop small motor skills so that they can use a range of tools competently, safely and competently.</p>	<ul style="list-style-type: none"> <li>• Different ways of moving a ball – hands/elbows/knees/feet/pushing on floor with hands/with a stick, bat or racket.</li> <li>• Throwing a ball at a target – using different objects/balls to throw at various targets or into targets.</li> <li>• Throwing a ball into a target – basketball.</li> <li>• To use a bat or racket to control a ball – moving along a line.</li> <li>• To bounce and control a ball.</li> <li>• Kicking a ball.</li> <li>• Holding pencils correctly.</li> <li>• Painting.</li> <li>• Using knives, forks and spoons.</li> </ul>
<p><b>Literacy</b></p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p><b>Follow Read, Write Inc Program</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound (Special Friends) and say sounds for them.</li> <li>• Read a few common exception words matched to the RWI programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li> <li>• Begin to Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. (Fred fingers)</li> <li>• Start to write simple captions- match to individuals’ levels</li> </ul>
<p><b>Mathematics</b></p>	<p>Compare number. More/ Less Shape Number Bonds</p>	<p><b>Building 10</b></p> <ul style="list-style-type: none"> <li>• Representing and Sorting 9/10</li> <li>• Order numerals to 10</li> <li>• Composition of 9 and 10</li> <li>• Numbers to 10</li> <li>• Counting back from 10</li> <li>• Comparing number within 10</li> <li>• Making 10</li> <li>• 3D – Shape – matching objects</li> <li>• Building with 3D Shapes</li> <li>• Printing with 3D Shapes</li> <li>• Pattern</li> </ul> <p><b>20 and Beyond</b></p> <ul style="list-style-type: none"> <li>• Number patterns to 20</li> <li>• Matching picture to Numeral</li> </ul>

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		<ul style="list-style-type: none"> <li>• Ten Frame Fill Beyond 20</li> <li>• Estimating Game</li> <li>• Ten Frame Subtraction Game</li> <li>• Missing Numbers</li> </ul>
<b>Understanding the World</b>	<p>Special Places</p> <p>Comment on images and compare characters and figures from the past. Changes seasons Spring.</p>	<p>Changing seasons – Winter to Spring</p> <ul style="list-style-type: none"> <li>• Signs of Spring treasure hunt.</li> <li>• Farms – where our food comes from.</li> <li>• Animals and their babies.</li> <li>• Planting seeds – vegetables and flowers.</li> <li>• Looking after plants.</li> <li>• Spring celebrations – Holi, Mother’s Day and Easter.</li> </ul> <p>Figures from the past</p> <ul style="list-style-type: none"> <li>• The Beatles.</li> <li>• Bob Marley.</li> </ul> <p>Special Places</p> <ul style="list-style-type: none"> <li>• Where do you feel safe? Why?</li> <li>• Where is a special place to you/for believers?</li> <li>• Special towns/cities.</li> </ul> <p>Cooking/baking</p> <ul style="list-style-type: none"> <li>• Pancakes</li> <li>• Vegetable soup</li> <li>• Space rock biscuits</li> <li>• Star biscuits</li> <li>• Chocolate nests - Easter</li> </ul>
<b>Expressive Arts and Design</b>	<p>Builds on prior learning to be creative Works collaboratively</p>	<ul style="list-style-type: none"> <li>• Supertato – Make own Supertato’s using potatoes</li> <li>• Paper plate – Evil Peas</li> <li>• Collaboratively - Make a Supertato and Evil pea using Modroc</li> <li>• Collaboratively – Make a large space rocket</li> <li>• Make items for a Space Station – Role Play</li> <li>• Collaboratively – Make a Modroc planet – lunar landscape and add lunar module models and astronauts.</li> <li>• Paper plate – Flying saucers/space craft</li> <li>• Salt dough – Aliens</li> <li>• Paint aliens – Splodge and add eyes</li> <li>• Make individual rockets</li> <li>• Marbling paint – Earth planets</li> <li>• Make moon sand – 8 cups flour. 1 cup baby oil.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Fizzing planets</li> <li>• Collaboratively – Make a large Biscuit Bear</li> <li>• Mother's Day Cards</li> <li>• Easter Craft – Cards/baskets/eggs</li> <li>• Paint and recycled modelling available – Continuous Provision</li> </ul>
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Reception – 4/5		Famous British Author – Julia Donaldson
Summer 1	DM Outcomes	Activities
<b>Communication and Language</b>	Articulates ideas using well-formed sentences	<ul style="list-style-type: none"> <li>✓ Continue to develop social phrases</li> <li>✓ Continue to engage in story times.</li> <li>✓ Continue to learn rhymes, poems and songs.</li> <li>✓ Continue to listen to and talk about stories to build familiarity and understanding.</li> <li>✓ Continue to describe events in some detail</li> </ul> <p>Deliver Nuffield Early Language Intervention (NELI), the programme is designed for reception pupils and involves providing targeted small group and one-to-one support for children who would benefit from additional support with their language and early literacy skills, Receptive and Expressive language understanding and using words. We are specifically targeting Narrative language, sequencing and structuring a story and recounting the story also personal events. We are looking at Inference, learning to understand the meaning of context in a story or situation and generating ideas that may not be written explicitly in the story</p>
<b>Personal, Social and Emotional Development</b>	Sees themselves as unique and valuable <i>Where do I belong?</i>	<p>Circle time – What is special about me? What makes me unique? What am I good at? What do I like about someone in our class? What don't I like about being in our class? How could we work together to make it better?</p> <p><i>Where do you belong?</i> How do you know that you are welcome? Who do you love and how do you show it? What makes you feel special about being welcomed into a group of people?</p> <ul style="list-style-type: none"> <li>• Christian baptism – baptismal candle.</li> <li>• Children to draw around their hand and write their name on it and decorate.</li> <li>• Islam Aqiqah ceremony.</li> </ul>
<b>Physical Development</b>	Handwriting 1 RWI  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,	<p><b>Follow the RWI Program of Study</b></p> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Throwing an object into a target.</li> <li>• Running – different paces and negotiating space.</li> <li>• Running – different paces and negotiating obstacles.</li> <li>• Jumping – distance.</li> <li>• Jumping – height.</li> <li>• Mini olympics</li> </ul>

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	gymnastics, sports and swimming.	
<b>Literacy</b>	Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, and some exception words.	<p><b>Follow Read, Write Inc Program</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound (Special Friends) and say sounds for them.</li> <li>• Read a few common exception words matched to the RWI programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Begin to Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. (Fred fingers)</li> <li>• Start to write simple captions- match to individuals' levels</li> </ul>
<b>Mathematics</b>	Composition of number Shape	<p><b>20 and Beyond</b></p> <ul style="list-style-type: none"> <li>• Ordering Numerals to 20</li> <li>• Race to 20 Game</li> <li>• Numbers to 20</li> <li>• Which holds the most?</li> <li>• Find my Match – Shape</li> <li>• Find my Match – Models</li> </ul> <p><b>First, then, now</b></p> <ul style="list-style-type: none"> <li>• Counting on</li> <li>• Adding more</li> <li>• Taking Away</li> <li>• Making New Shapes with 2 Right- Angled Triangles</li> <li>• Making New Shapes with Squares</li> </ul>
<b>Understanding the World</b>	<p>Different environments. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p>	<p>Teach children about a range of contrasting environments within both their local or national region.</p> <ul style="list-style-type: none"> <li>• Calderstones Park</li> <li>• Liverpool One</li> <li>• River Mersey/Otterspool Promenade</li> <li>• Southport beach</li> <li>• Teach children about places in the world that contrast with locations they know well.</li> <li>• What are children's lives like in Africa? India? – link school.</li> <li>• Observe and draw objects from the natural world – leaves/flowers/plants/minibeasts.</li> </ul>

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<b>Expressive Arts and Design</b>	Sings in a group or on their own matching pitch and melody	<p><b>Follow Charanga Music scheme</b></p> <ul style="list-style-type: none"> <li>• Big Bear Funk</li> <li>• Creative activities associated with Minibeasts</li> <li>• Spiders – Paper Plate web and spider attached</li> <li>• Worms – worm painting – Using string</li> <li>• Caterpillars – Tissue paper – circles/Printing – circles – Patterns. Paper chain caterpillars on a leaf</li> <li>• Butterflies – Symmetrical painting – Butterfly shaped paper</li> <li>• Modroc – Beehive and add bees</li> <li>• Paint and recycled modelling available – Continuous Provision</li> </ul>
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Reception – 4/5		Growing/Minibeasts/Change
Summer 2	DM Outcomes	Activities
<b>Communication and Language</b>	Connect ideas using connectives. Use talk to organise/solve problems.	<ul style="list-style-type: none"> <li>✓ Continue to develop social phrases</li> <li>✓ Continue to engage in story times.</li> <li>✓ Continue to learn rhymes, poems and songs.</li> <li>✓ Continue to listen to and talk about stories to build familiarity and understanding.</li> <li>✓ Continue to describe events in some detail</li> </ul>
<b>Personal, Social and Emotional Development</b>	See things from other people's point of view.  What is special about our world?	<ul style="list-style-type: none"> <li>• Circle time – Talk about different emotions and ask if the children have felt them and in what circumstances? How did they deal with them? Anger/sadness/scared/happiness etc.</li> <li>• Role play scenarios that they read about in books – what would they do?</li> <li>• Explore the wonders of the natural world and talk about how some people believe it was made by God.</li> <li>• Read/watch a child friendly creation story – eg: In the Beginning by Steve Turner.</li> <li>• Read/watch stories about how people of faith look after animals – Muhammed and the ant, Muhammed and the thirsty camel.</li> <li>• How can we look after the world.</li> </ul>
<b>Physical Development</b>	Handwriting 2 RWI Hitting using equipment  Develop overall body strength, balance, co-ordination and agility.	<p><b>Follow Read, Write Inc Program</b></p> <ul style="list-style-type: none"> <li>• Hockey skills.</li> <li>• Tennis racket</li> <li>• Table tennis</li> <li>• Obstacle races</li> <li>• Sports day</li> </ul>
<b>Literacy</b>	Write short sentences with words known sound –	<b>Follow Read, Write Inc Program</b>

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	letter correspondences using capital letter/full stop. Read what they have written see if it makes sense.	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound (Special Friends) and say sounds for them.</li> <li>• Read a few common exception words matched to the RWI programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Begin to Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. (Fred fingers)</li> <li>• Start to write simple captions- match to individuals' levels</li> </ul>
<b>Mathematics</b>	Number Bonds Handwriting Count objects, actions and sounds	<p><b>Find My Pattern</b></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing</li> <li>• Grouping</li> <li>• Even and Odd</li> <li>• Number patterns to 10 – (Recording)</li> <li>• Using the correct formation 0/9 – setting out in books – School Ready</li> </ul> <p><b>Move On</b></p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Cuisenaire Rods</li> <li>• Patterns</li> <li>• Making Maps</li> <li>• Designing Mazes</li> </ul>
<b>Understanding the World</b>	Similarities and difference- England and other countries. Changes seasons – Summer	<p><b>Similarities and differences</b></p> <ul style="list-style-type: none"> <li>• Comparing what a child's life is like in Spain and India (link to link schools) compared to their life in the UK.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Seasonal changes – plants and animals and the weather. How do caterpillars and tadpoles change?</li> <li>• Worms</li> <li>• Sun and shadows.</li> <li>• Sun and being sun-safe.</li> <li>• The beach.</li> </ul>
<b>Expressive Arts and Design</b>	Explores and engages in music making and dance.	<p><b>Follow Charanga Music scheme</b></p> <ul style="list-style-type: none"> <li>• Revisit and consolidate previous learning from the year.</li> <li>• Drawing leaves</li> </ul>

# EYFS Medium Term Planning – 2022/2023

## Progression Links – EYFS/NC

Theme	Area of Development	Progression Links	Program Of Study
<b>All About Me – Autumn 1</b>	<b>Communication and Language</b>	MFL - Y1/2 - Basic Greeting – Autumn 1 MFI – Y3/4/5/6 About Me – Autumn 1 En – Y1 – 6 Spoken Language	<ul style="list-style-type: none"> <li>• Eng –Spoken Language</li> <li>• MFL –Foreign Language</li> </ul>
	<b>Personal, Social and Emotional Development</b>	G –Y1/3/5 Our Local Area autumn term C – Y1 – Y6 Online Safety Autumn term PSHE – Y1/3/5– It’s My Body PSHE – Y2/4/6 – Growing Up PSHE – Y1/2/3/5 – TEAM PSHE – Y1/3/5 – Think Positive PSHE – Y1/3/5 – Diverse Britain PSHE – Y1/3/5 – Be Yourself PSHE – Y2/4/6 – VIPs PSHE – Y2 /4/6– Safety First PSHE – Y2/4 – One World PSHE – Y1 – Aiming High PSHE – Y2 – Digital Wellbeing MFL – Y6 – How am I feeling? MFL – Listen to Spanish songs and stories Sc – Y3 Animals including Humans A2 Sc – Y1 Seasonal Changes A2	<ul style="list-style-type: none"> <li>• Geography –Locational/Place Knowledge</li> <li>• PSHE – Health and Wellbeing</li> <li>• PSHE – Relationships</li> <li>• PSHE- Living in the Wider World</li> <li>• MFL –Foreign Language</li> <li>• Science – Animals including Humans</li> <li>• Science – Seasonal Changes</li> </ul>
	<b>Physical Development</b>	G - Y1 Our Local Area autumn term G - Y3 Local Area Autumn term G -Y5 Local Area Autumn term PE- Gymnastics – Spring 1 C -Y1-Y6 Online Safety Autumn term	<ul style="list-style-type: none"> <li>• Geography –Locational/Place Knowledge</li> <li>• Physical Education – Gymnastics</li> <li>• Computing</li> <li>• PSHE –Health and Wellbeing</li> </ul>



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		<p>PSHE – Y1/3/5 – It's My Body (Health and Wellbeing)</p> <p>PSHE – Y2/4/6 – Safety First (Health and Wellbeing)</p> <p>MFL – Spanish vocab number/colours</p> <p>MFL – Body parts</p> <p>Sc -Y2 Animals including humans A2</p>	<ul style="list-style-type: none"> <li>• MFL- Foreign Language</li> <li>• Science –Animals including Humans</li> </ul>
	<b>Literacy</b>	<p>English – Program of Study NC</p> <p>MFL- Y1 -Y6 Learning Spanish phrases</p> <p>En – Y1 – 6 Spoken Language</p>	<ul style="list-style-type: none"> <li>• MFL- Foreign Language</li> <li>• Eng –Spoken Language</li> </ul>
	<b>Mathematics</b>	<p><b><u>Just Like Me</u></b></p> <p>M - Use Place Value, compare and order numbers Y1-Y6 Autumn 1</p> <p>M - Using measures, compare, describe and solve practical problems Y1-Y6 Autumn 1</p> <p>M - Geometry, position and direction Y1-Y6 Summer</p> <p><b><u>It's Me 1,2,3!</u></b></p> <p>M - Use Place Value, represent numbers Y1-Y6 Autumn 1</p> <p>M - Geometry 2D shape Y1-Y6 Autumn</p> <p>M - Place Value counting Y1-Y6 Autumn</p> <p>M - Use Place Value, order numbers Y1-Y6 Autumn 1</p> <p>M - Measurement, time Y1-Y6 Summer</p> <p>M - Geometry, position and direction Y1-Y6 Summer</p> <p>MFL – Y1-6 Counting in Spanish</p> <p>MFL – Y4/5/6/- Time</p>	<ul style="list-style-type: none"> <li>• Maths – Number/Measurement/Geometry</li> <li>• MFL- Foreign Language</li> </ul>
	<b>Understanding the World</b>	<p>G - Y1/3/5 Our Local Area autumn term</p> <p>G - Y6 Our Changing World spring term</p> <p>G - Y1 Wonderful Weather summer term</p> <p>A – Y3 Autumn – Draw and Paint</p> <p>PSHE – Y1/5 – Diverse Britain</p> <p>PSHE – Y2/4/6 – VIPs</p> <p>PSHE – Y2/4 – One World</p> <p>PSHE – Y2/4/6 – Growing Up</p> <p>PSHE – Y5 – It's My Body</p>	<ul style="list-style-type: none"> <li>• Geography –Locational/Place Knowledge</li> <li>• Geography- Human and Physical</li> <li>• Art –</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE –Relationships</li> <li>• PSHE – Health and Wellbeing</li> <li>• MFL – Foreign Languages</li> </ul>

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		MFL – Y5 – Family Members Autumn 1 MFL – Y6 – Family and Jobs Autumn 1 Sc- Y1 Seasonal changes A2 Sc -Y2 Animals including humans A1	
	<b>Expressive Arts and Design</b>	G - Y1 Wonderful Weather summer term PE – Dance – Spring 2 M –Y6 Happy – Autumn 1 M – Y6 Music and Me Summer 1 M – Y4 – Lean on Me – Spring 2 M- Y3 – Bringing Us Together- Summer 1 M – Y1 – Hey You! Autumn 1 C – Y1 Painting Spring C – Y2 Computer Art Spring C – Y3 Drawing and Desktop Publishing Summer C - Y4 Animation Summer C – Y5 3D Modelling: Sketch Up Summer C – Y6 Coding with Scratch – Animated Stories Spring A - Y3 -Autumn (Draw and Paint) A – Y2 - Colour Chaos – MFL – Y1/2 – Draw pictures of myself, houses, family, weather Sc -Y1/2 Animals including humans A1 Sc -Y3 Animals including humans A2 Sc -Y1 Seasonal changes A2 Sc -Y4 Sound A2	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• Physical Education – Dance</li> <li>• Music –</li> <li>• Computing -</li> <li>• Art –</li> <li>• MFL – Foreign Language</li> <li>• Science –Animals including Humans</li> <li>• Science -Seasonal Changes</li> <li>• Science -Sound</li> </ul>
<b>Celebrations around the World – Autumn 2</b>	<b>Communication and Language</b>	MFL – Y1/2 – Story telling, songs and games Christmas Traditions, Christmas stories and Christmas characters	<ul style="list-style-type: none"> <li>• English – Spoken Language</li> <li>• MFL – Foreign Language</li> </ul>
	<b>Personal, Social and Emotional Development</b>	MFL – Y1/2 – Story telling, songs and games Christmas Traditions, Christmas stories and Christmas characters Sc -Y2 Animals including humans A1 PSHE – Y1/2/5 – TEAM PSHE – Y1/3/5 – Think Positive PSHE – Y1/3/5 – Diverse Britain PSHE – Y1/3/5 – Be Yourself	<ul style="list-style-type: none"> <li>• MFL – Foreign Language</li> <li>• Science –Animals including Humans</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE – Health and Wellbeing</li> <li>• PSHE - Relationships</li> </ul>

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	<p>PSHE – Y1/3/5 – It's My Body          PSHE – Y1/3 – Aiming High          PSHE – Y2/4/6 – VIPs          PSHE – Y2/4/6 – Safety First          PSHE – Y2/4 – One World          PSHE – Y4/6 – Growing Up</p>	
<b>Physical Development</b>	<p>PE – Games – Autumn/Summer 1          PE- Gymnastics – Spring 1          PE – Dance – Spring 2          PSHE – Y1/3/5 – It's My Body          PSHE – Y2/6 – Safety First          MFL – Y3 – How am I feeling?</p>	<ul style="list-style-type: none"> <li>• Physical Education –Games</li> <li>• Physical Education – Gymnastics</li> <li>• Physical Education – Dance</li> <li>• PSHE – Health and Wellbeing</li> <li>• MFL – Foreign Languages</li> </ul>
<b>Literacy</b>	English Program of Study NC	
<b>Mathematics</b>	<p><b><u>It's Me 1,2,3!</u></b>          M - Use Place Value, represent numbers Y1-Y6 Autumn 1          M - Geometry 2D shape Y1-Y6 Autumn 1  <b><u>Light and Dark.</u></b>          M - Use Place Value, represent numbers Y1-Y6 Autumn 1          M - Geometry 2D shape          M - Measurement time Y1-Y6 Summer</p>	<ul style="list-style-type: none"> <li>• Maths – Number/Measurement/Geometry</li> </ul>
<b>Understanding the World</b>	<p>G - Y1 Our Local Area autumn term          G - Our Country spring term          G - Wonderful Weather summer term          G - Y2 Wonderful World autumn term          G - Y2 China spring term          G - Y3 The UK/Local Area autumn term          G - Rainforests spring term          G - Y4 All Around the World autumn term          G - Y5 Local Area autumn term          G - Exploring Eastern Europe spring term          G - Y6 Amazing Americas autumn term          G - Our Changing World spring term          A – Celebrations – try out various food Y1-Y6          PSHE – Y1/3/5 – Diverse Britain          PSHE – Y2/4/6 – Safety First</p>	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• Geography –Locational/Place Knowledge</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE – Health and Wellbeing</li> <li>• Science – The Environment</li> </ul>

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		PSHE – Y2/4/6 – One World Sc - Y2 The Environment Sp1	
	<b>Expressive Arts and Design</b>	M – Y6 - Benjamin Britten – A New Year Carol Spring 1 M – Y5 – Dancing in the Street Summer 1 M – Y5 – Reflect, Rewind and Replay – Summer 2 M – Y4 – Mamma Mia – Autumn 1 M – Y4 Stop! Spring 1 M – Y3 – Let Your Spirit Fly – Autumn 1 M – Y2 – Hands, Feet, Heart – Autumn 1 M – Y1 – In the Groove – Spring 1 M – Y1 – Round and Round Spring 2 A – Y3 – Bodies/Art Spring 1 PSHE – Y1/3/5 – Diverse Britain PSHE – Y2/4/6 – Safety First PSHE – Y2/4/6 – One World Sc-Y4 Sound A2	<ul style="list-style-type: none"> <li>• Music</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE – Health and Wellbeing</li> <li>• Science - Sound</li> </ul>
<b>Traditional Tales – Spring 1</b>	<b>Communication and Language</b>	English Program of Study Sc - Y1 Materials Sc-Y4 States of matter Sp1	<ul style="list-style-type: none"> <li>• Science – Materials</li> <li>• Science – States of Matter</li> </ul>
	<b>Personal, Social and Emotional Development</b>	PE – Games – Autumn/Summer 1 PSHE – Y1/2/5 – TEAM PSHE – Y1/3 – Aiming High PSHE – Y2 – VIPs PSHE – Y3 – Think Positive PSHE – Y3/5 – Be Yourself	<ul style="list-style-type: none"> <li>• Physical Education – Games</li> <li>• PSHE – Relationships</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE - Health and Wellbeing</li> </ul>
	<b>Physical Development</b>	PE – Fundamental skills – Autumn 2	<ul style="list-style-type: none"> <li>• Physical Education - Fundamental skills</li> </ul>
	<b>Literacy</b>	English Program of Study	
	<b>Mathematics</b>	<b>Alive in 5</b> M - Use Place Value and compare Y1-Y6 Autumn 1 M - Measures comparing Y1-Y6 Spring <b>Growing 6,7,8</b> M - Use Place Value and compare Y1-Y6 Autumn 1	<ul style="list-style-type: none"> <li>• Maths – Number/Measurement/Geometry</li> </ul>

# EYFS Medium Term Planning – 2022/2023

		<p>M - Addition and Subtraction: Calculations Y1 – Y6 Autumn, Spring</p> <p>M - Measures comparing Y1-Y6 Spring</p> <p>M - Measures comparing Y1-Y6 Summer</p> <p>M - Using Measures – mass and weight Y1- Y6 Spring, Summer</p> <p>M - Geometry, Using 3D shapes Y1- Y6 Spring</p> <p>M - Geometry, Using shapes Y1- Y6 Spring</p> <p>M - Measurement time Y1-Y6 Summer</p> <p>DT – Y3 Bread Spring 2</p>	
	<b>Understanding the World</b>	<p>G - Y1 Our Local Area autumn term</p> <p>G - Our Country spring term</p> <p>G - Wonderful Weather summer term</p> <p>G - Y2 Wonderful World Spring term</p> <p>G - Y3 The UK/Local Area autumn term</p> <p>G - Y4 All Around the World autumn term</p> <p>G - Y5 Marvellous Maps/Local Area autumn term</p> <p>G - Y6 Our Changing World spring term</p> <p>G - Raging Rivers/Trade and Economics summer term</p> <p>PSHE – Y1/2/5 – TEAM</p> <p>PSHE – Y1/3 – Aiming High</p> <p>PSHE – Y2 – VIPs</p> <p>PSHE – Y3 – Think Positive</p> <p>PSHE – Y3/5 – Be Yourself</p> <p>Sc -Y1 Plants Sp2</p> <p>Sc -Y2 Plants Su1</p> <p>Sc -Y3 Plants Sp2</p> <p>Sc -Y1 Seasonal Changes A2 and Su1</p> <p>Sc -Y1 Materials Sp1</p> <p>Sc -Y2 Materials Sp2</p> <p>Sc -Y5 Materials Au2</p>	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• Geography –Locational/Place Knowledge</li> <li>• PSHE – Relationships</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE - Health and Wellbeing</li> <li>• Science – Seasonal Changes</li> <li>• Science – Plants</li> <li>• Science - Materials</li> </ul>
	<b>Expressive Arts and Design</b>	<p>PSHE – Y5 – Diverse Britain (Living in the Wider World)</p> <p>Sc -Y1 Plants Sp2</p> <p>Sc -Y2 Plants Su1</p> <p>Sc -Y3 Plants Sp2</p>	<ul style="list-style-type: none"> <li>• PSHE – Living in the Wider World</li> <li>• Science – Plants</li> <li>• Science – Materials</li> </ul>

# EYFS Medium Term Planning – 2022/2023

		Sc -Y1 Materials Sp1 Sc -Y2 Materials Sp2 Sc -Y5 Materials Au2 Sc -Y4 States of Matter Sp1 Sc -Y4 Sound A2	<ul style="list-style-type: none"> <li>• Science – States of Matter</li> <li>• Science - Sound</li> </ul>
<b>Fantasy – Spring 2</b>	<b>Communication and Language</b>	English - Program of Study	
	<b>Personal, Social and Emotional Development</b>	G -Y1 Our Country spring term G -Y2 Wonderful World autumn term G -Y3 The UK autumn term G -Y4 All Around the World autumn term C – Y1 – Y6 Internet Safety autumn PSHE – Y1/3/5 – Think Positive PSHE – Y1/3/5 – Be Yourself PSHE – Y1/3/5 – It's My Body PSHE – Y1 – Aiming High PSHE – Y2 – VIPs PSHE – Y2 – One World PSHE – Y2 – TEAM PSHE – Y3/5 – Diverse Britain PSHE – Y4 – Growing Up Sc - Y3 Animals including humans A2	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• Geography –Locational/Place Knowledge</li> <li>• PSHE – Relationships</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE - Health and Wellbeing</li> <li>• Science – Animals including Humand</li> </ul>
	<b>Physical Development</b>	PE – Fundamental skills	<ul style="list-style-type: none"> <li>• Physical Education – Fundamental skills</li> </ul>
	<b>Literacy</b>	English – Program of Study	
	<b>Mathematics</b>	<b>Building 10</b> M - Place Value, Represent number Y1 – Y6 Autumn, Spring M - Place Value, Compare number Y1 – Y6 Autumn M - Place Value, Counting Y1 – Y6 Autumn M - Addition and Subtraction, calculations Y1 – Y6 Autumn, Spring M - Geometry 3D Shapes Y1 - Y6 Autumn, Spring, Summer M - Geometry, Position and direction Y1 – Y6 Summer	<ul style="list-style-type: none"> <li>• Maths – Number/Measurement/Geometry</li> <li>• Computing</li> </ul>

# EYFS Medium Term Planning – 2022/2023

		<p>M - Geometry, 2D shape Y1 – Y6 Summer <b>20and Beyond</b></p> <p>M - Addition and Subtraction, calculations Y1 – Y6 Autumn, Spring</p> <p>M - Place Value, represent number Y1 – Y6 Autumn, Spring</p> <p>M - Place Value, Represent number Y1 – Y6 Autumn, Spring</p> <p>M - Place Value, Counting Y1 – Y6 Autumn</p> <p>M - Addition and Subtraction, calculations Y1 – Y6 Autumn, Spring</p> <p>C – Y1 – Painting spring</p> <p>C – Y2 – Computer Art spring</p> <p>C – Y3 – Presentation Skills summer</p> <p>C – Y4 – Communication &amp; collaboration autumn</p> <p>C – Y5 – Radio Station summer</p> <p>C – Y6 – Film Making summer</p>	
	<b>Understanding the World</b>	<p>G -Y1 Our Local Area</p> <p>G - Our Country autumn term</p> <p>G -Y1 Wonderful Weather summer term</p> <p>G -Y2 Wonderful World autumn term</p> <p>G -Y3 The UK/Local Area autumn term</p> <p>G -Y4 All Around the World spring term</p> <p>G -Y5 Local Area autumn term</p> <p>G -Y6 Amazing Americas autumn term</p> <p>G - Our Changing World spring term</p> <p>G - Trade and Economics summer term</p> <p>Sc -Yr1 Seasonal Changes Su1</p> <p>Sc -Yr6 Evolution Su2</p> <p>Sc -Y1 Plants Sp2</p> <p>Sc -Y2 Plants Su1</p> <p>Sc -Y3 Plants Sp2</p> <p>Sc -Yr4 States of matter Sp1</p>	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• Geography –Locational/Place Knowledge</li> </ul>
	<b>Expressive Arts and Design</b>	<p>PE – Games – Autumn/Summer 1</p> <p>PE – Dance- Spring1</p> <p>M – Y3 The Dragon Song – Spring 2</p> <p>C – Y1 – Computing Skills autumn</p> <p>C – Y2 – Word Processing Skills summer</p>	

# EYFS Medium Term Planning – 2022/2023

		C _ Y3 – Word Processing summer C – Y4 – Word Processing summer A – Y4 – Insects Sc -Y5 Earth and space Sp1 Sc -Y4 Sound A2	
<b>Famous British Author – Julia Donaldson – Summer 1</b>	<b>Communication and Language</b>	English – Program of Study	
	<b>Personal, Social and Emotional Development</b>	G -Y1 Our Local Area autumn term Our Country spring term G - Y3 Local Area autumn term G -Y5 Local Area autumn term C – Y1 Computer Skills autumn C – Y2 – Technology Around Us autumn C – Y3 – Online Searchers and Surfers autumn C – Y4 – Communication & Collaboration autumn C – Y1 – Y6 Online Safety autumn PSHE – Y1/3/5 – Think Positive PSHE – Y1/3/5 – Be Yourself PSHE – Y1/3/5 – It’s My Body PSHE – Y1 – Aiming High PSHE – Y2 – VIPs PSHE – Y2 – One World PSHE – Y2 – TEAM PSHE – Y3/5 – Diverse Britain PSHE – Y4 – Growing Up	<ul style="list-style-type: none"> <li>• Geography –Locational/Place Knowledge</li> <li>• Computing</li> <li>• PSHE – Relationships</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE - Health and Wellbeing</li> </ul>
	<b>Physical Development</b>	PE – Games – Autumn/Summer 1 PE – Gymnastics Spring 2	<ul style="list-style-type: none"> <li>• Physical Education –Games</li> <li>• Physical Education -Gymnastics</li> </ul>
	<b>Literacy</b>	English – Program of Study C – Y1 – Computing Skills autumn C – Y2 – Word Processing Skills summer C _ Y3 – Word Processing summer C – Y4 – Word Processing summer	<ul style="list-style-type: none"> <li>• Computing</li> </ul>
	<b>Mathematics</b>	<b>20 and Beyond</b> M - Place Value, Counting Y1 – Y6 Autumn M - Measurement, Using measures Y1 – Y6 Spring, Summer	<ul style="list-style-type: none"> <li>• Maths – Number/Measurement/Geometry</li> <li>• Computing</li> </ul>



# EYFS Medium Term Planning – 2022/2023

		<p>M - Geometry 2D Shape Y1 – Y6 Autumn  M - Geometry 3D Shape Y1 – Y6 Autumn  <b>First, then, now</b>  M - Place Value, Counting Y1 – Y6 Autumn  M - Addition and Subtraction, calculations Y1 – Y6 Autumn, Spring  M - Geometry 2D Shape Y1 – Y6 Autumn  C – Y1 – Painting summer  C – Y2 – Computer Art spring</p>	
	<p><b>Understanding the World</b></p>	<p>G -Y1 Our Local Area autumn term  G - Our Country spring term  G -Y2 Wonderful World autumn term  G - China spring term  G - Beside the Seaside summer term  G -Y3 The UK/Local Area autumn term  G - Rainforests spring term  G -Extreme Earth summer term  G -Y4 All Around the World autumn term  G -Water summer term  G -Y5 Local Area autumn term  G - Exploring Eastern Europe spring term  G - Magnificent Mountains summer term  G -Y6 Amazing Americas autumn term  G - Raging Rivers/Trade and Economics summer term  PSHE – Y1/3/5 – Think Positive  PSHE – Y1/3/5 – Be Yourself  PSHE – Y1/3/5 – It's My Body  PSHE – Y1 – Aiming High  PSHE – Y2 – VIPs  PSHE – Y2 – One World  PSHE – Y2 – TEAM  PSHE – Y3/5 – Diverse Britain  PSHE – Y4 – Growing Up  Sc -Y2 Living things and their habitats A2  Sc -Y4/5/6 Living things and their habitats  Su1</p>	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• Geography –Locational/Place Knowledge</li> <li>• PSHE – Relationships</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE - Health and Wellbeing</li> <li>• Science - Living things and their habitats</li> </ul>

# EYFS Medium Term Planning – 2022/2023

	<b>Expressive Arts and Design</b>	<p>G - Y1 Our Country spring term  G -Wonderful Weather summer term  G - Y2 Wonderful World autumn term  G - Y3 The UK autumn term  G - Rainforests spring term  G - Y4 All Around the World autumn term  G - Water summer term  G -Y6 Our Changing World spring term  G - Raging Rivers summer term  M – Y6 – You’ve Got A Friend Spring 2  M – Y2 I Wanna Play In a Band – Spring 1  M – Y2 – Zoo Time Spring 2  C – Y1 – Painting &amp; Programming Toys spring. Word Processing skills summer  C – Y2 – Computer Art, Programming Turtle Logo &amp; Scratch spring  C – Y3 – Programming Turtle Logo &amp; Scratch spring  C – Y4 – Scratch Questions &amp; Quizzes spring  C – Y5 – Scratch – Developing Games &amp; Flowel spring  C – Y6 – Coding with Scratch – Animated Stories spring  Sc -Y2 Living things and their habitats A2  Sc -Y4/5/6 Living things and their habitats  Su1Sc -Y4 Sound A2</p>	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• Geography –Locational/Place Knowledge</li> <li>• Music</li> <li>• Computing</li> <li>• Science – Living Things and their Habitats</li> <li>• Science - Sound</li> </ul>
<b>Growing/Minibeasts/Change – Summer 2</b>	<b>Communication and Language</b>	<p>English – Program of Study  C – Y1 – Preparing for Turtle Logo spring  C – Y2 – Programming Turtle Logo &amp; Scratch spring  C – Y3 - Programming Turtle Logo &amp; Scratch spring  C – Y4 – Scratch Questions &amp; Quizzes &amp; Programming Turtle logo spring  C – Y5 – Scratch Developing Games &amp; Flowel spring  C – Y6 – Coding with Scratch – Animated Stories spring and Kodu Programming summer</p>	<ul style="list-style-type: none"> <li>• Computing</li> </ul>

# EYFS Medium Term Planning – 2022/2023

	<b>Personal, Social and Emotional Development</b>	<p>GY3 Rainforests spring term            Extreme Earth summer term            GY4 Water summer term            GY5 Marvellous Mountains summer term            GY6 Our Changing World spring term            Raging Rivers summer term            C – Y1 – Y6 – Online Safety autumn            C – Y1 – Computer Skills autumn            C – Y2 – Using the Internet summer            C – Y3 – Online Searchers and Surfers autumn            C – Y4 – Communication &amp; Collaboration autumn            PSHE – Y1/2 – TEAM            PSHE – Y1/3 – Think Positive            PSHE – Y1/3 – Diverse Britain            PSHE –Y1/3/5 – Be Yourself            PSHE – Y1 – Aiming High            PSHE – Y2 – VIPs            PSHE – Y2/6 – One World            PSHE – Y6 – Growing Up            Sc -Y2 Living things and their habitats A2            Sc -Y4/5/6 Living things and their habitats Su1            Sc -Y2 The environment Sp1</p>	<ul style="list-style-type: none"> <li>• Computing</li> <li>• Geography- Human and Physical</li> <li>• PSHE – Relationships</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE - Health and Wellbeing</li> <li>• Science - Living things and their habitats</li> <li>• Science – The Environment</li> </ul>
	<b>Physical Development</b>	<p>PE – Games – Autumn/Summer 1            PE – Dance – Spring 1            PE – Gymnastics – Spring 1</p>	<ul style="list-style-type: none"> <li>• Physical Education- Dance</li> <li>• Physical Education – Games</li> <li>• Physical education - Gymnastics</li> </ul>
	<b>Literacy</b>	<p>English – Program og Study            C – Y1 – Word Processing summer            C – Y2 – Presentation Skills summer            C – Y3 – Word Processing spring &amp; Presentation Skills summer            C – Y4 – Word Processing &amp; Animation summer            C – Y5 – Radio Station &amp; 3D Modelling: Sketch Up summer</p>	<ul style="list-style-type: none"> <li>• Computing</li> </ul>

# EYFS Medium Term Planning – 2022/2023

		C – Y6 – Spreadsheets spring & Film Making summer	
	<b>Mathematics</b>	<p><b><u>Find My Pattern</u></b>  M - Addition and Subtraction, Calculations Y1 – Y6 Spring  M - Multiplication and Division, Calculations, Y1 – Y6 Summer  M - Place Value, Use and Compare Y1 – Y6 Spring  M - Place Value, Representation Y1 – Y6 Summer</p> <p><b><u>Move On</u></b>  M - Place Value, Representation Y1 – Y6 Summer  M - Place Value, Counting Y1 – Y6 Summer  M - Geometry, Position and direction Y1 – Y6 Summer  M - Place Value, Representation Y1 – Y6 Summer</p> <p>C – Y1 – Programming Toys spring &amp; Scratch Jr Programming summer  C – Y2 – Preparing for Turtle Logo &amp; Programming Turtle Logo &amp; Scratch spring  C – Y3 – Programming Turtle Logo &amp; Scratch spring  C – Y4 – Scratch – Questions &amp; Quizzes &amp; Programming Turtle Logo spring  C – Y5 – Scratch - Developing Games &amp; Flowel spring  C – Y6 – Coding with Scratch: Spreadsheets, Animated Stories spring &amp; Kodu Programming summer.</p>	<ul style="list-style-type: none"> <li>• Maths – Number/Measurement/Geometry</li> <li>• Computing</li> </ul>
	<b>Understanding the World</b>	<p>GY1 Our Local Area autumn term  Our Country spring term  GY3 The UK/Local Area autumn term  GY5 Marvellous Maps/Local Area autumn term  GY1 Our Local Area autumn term  Our Country spring term</p>	<ul style="list-style-type: none"> <li>• Geography- Human and Physical</li> <li>• PSHE – Relationships</li> <li>• PSHE – Living in the Wider World</li> <li>• PSHE - Health and Wellbeing</li> </ul>

## EYFS Medium Term Planning – 2022/2023

		<p>GY3 The UK/Local Area autumn term            GY5 Marvellous Maps/Local Area autumn term            PSHE – Y1 – Diverse Britain            PSHE – Y1/5 – It's My Body            PSHE – Y2/4/6 – Safety First            PSHE – Y2/4 – One World            Sc -Y1 Seasonal changes Su1            Sc -Y2 Living things and their habitats A2            Sc -Y4/5/6 Living things and their habitats Su1            Sc -Y3 Light Sp1            Sc -Y6 Light A2            Sc -Y2 The environment Sp1            Sc -Y3 Rocks A1</p>	<ul style="list-style-type: none"> <li>• Science - Living things and their habitats</li> <li>• Science – The Environment</li> <li>• Science – Light</li> <li>• Science –Rocks</li> </ul>
	<b>Expressive Arts and Design</b>	<p>PE- Dance – Spring 2            M – Y3 – Three Little Birds – Spring 1            A – Y3 – Autumn            Sc – Y4 Sound A2</p>	<ul style="list-style-type: none"> <li>• Physical Education – Dance</li> <li>• Music</li> <li>• Art</li> <li>• Science - Sound</li> </ul>