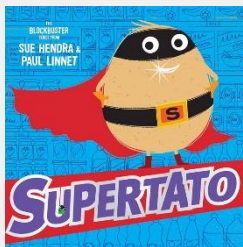
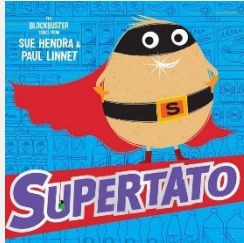
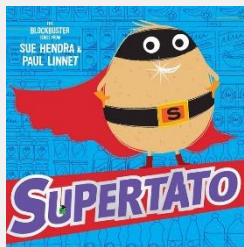
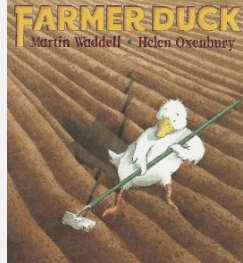
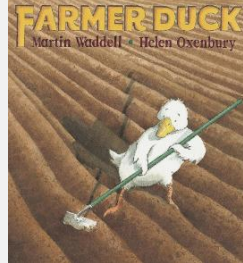


## Great Linford Primary School - EYFS Medium Term Plan- Term 4

This document identifies when a skill is in focus for development and teacher. Adults ensure that children are confident in these skills each term, allowing identification of focus children for certain areas, and skills are embedding through constant revisiting and recalling over the rest of the year. This document is a detailed skill progression to help ensure all children can achieve the Early Learning Goals.

	Week 1 W/C 26 <sup>th</sup> Feb	Week 2 W/C 4 <sup>th</sup> March	Week 3 W/C 11 <sup>th</sup> March	Week 4 W/C 18 <sup>th</sup> March	Week 5 W/C 25 <sup>th</sup> March
Roots and Rules focus:	Root Focus: Open Minds Rule Focus: Safe	Root Focus: Open Minds Rule Focus: Safe	Root Focus: Open Minds Rule Focus: Safe	Root Focus: Open Minds Rule Focus: Safe	Root Focus: Open Minds Rule Focus: Safe
Key texts					
Possible themes/interests	People who help us	People who help us	Pancake day	Spring	Easter
Listening, Attention and Understanding	L1: To follow instructions through the use of silent signals.	L1: To follow instructions involving more than one idea or action.	L2: To know how to start a question (who, what, why, when, how)	L2: To use stem sentences/ starts to support the structure of my answer.	L1: To follow a story without pictures or props.
Speaking	S2: To listen to and recall some rhymes or poems I have learnt.  S3: To use the past and present tense correctly using modelled sentence structures	S3: To offer more than one idea by using the conjunction 'and'.  S2: To be able to answer 'why' questions with some accuracy.	S3: To use full sentences to clearly express an idea.  S1: To use target vocabulary in my contributions.  S2: To be able to answer 'why' questions with some accuracy.	S3: To use full sentences to clearly express an idea.  S3: To offer more than one idea by using the conjunction 'and'.	S3: To offer more than one idea by using the conjunction 'and'.  S1: To use target vocabulary in my contributions.  S3: To use the past and present tense correctly using modelled sentence structures

Self-regulation	<p><b>Jigsaw- Healthy me</b> -To know what the word healthy means MS3 -To know some things that they need to do to keep healthy MS3</p> <p><b>SRI:</b> To recognise the feelings of others.</p>	<p><b>Jigsaw- Healthy me</b> -To know the names for some parts of their body MS3 -To know when and how to wash their hands properly MS3</p> <p><b>SR3:</b> To know how to follow instructions involving 2 ideas or actions.</p>	<p><b>Jigsaw- Healthy me</b> -To explain what I need to do to stay healthy MS3</p> <p><b>SR2:</b> To know how to manage turn taking with independence</p>	<p><b>Jigsaw- Healthy me</b> -To recognise how exercise makes me feel MS3 -To give examples of healthy food MS3</p> <p><b>SRI:</b> To understand how my actions may affect the feelings of others.</p>	<p><b>Jigsaw- Healthy me</b> -To explain what to do if a stranger approaches me MS2 -To know how to say no to strangers MS2</p> <p>-To explain what to do if a stranger approaches me MS2</p>
Managing self	<p><b>MS1:</b> To try a new activity without prompting from an adult (independence)</p>		<p><b>MS3:</b> To know and explain why sleep is important.</p>	<p><b>MS3:</b> To know the foods that are healthy and unhealthy for me.</p> <p><b>MS3:</b> To know and explain why exercise is important.</p>	<p><b>MS1:</b> To try a new activity without prompting from an adult (independence)</p>
Building relationships	<p><b>BRI:</b> To develop the ideas of others, engaging in back and forth exchanges.</p>	<p><b>BRI:</b> To ask others questions.</p>	<p><b>BR2/3:</b> To know how to offer help to someone else.</p>	<p><b>BRI:</b> To develop the ideas of others, engaging in back and forth exchanges.</p>	<p><b>BR2:</b> To understand the difference between trusted adults and strangers.</p>
Gross motor skills	<p><u>Invasion games</u> GM2: To slide a beanbag/towards a target.</p>	<p><u>Invasion games</u> GM2: To roll a ball/towards a target.</p>	<p><u>Invasion games</u> GM2: To bounce a ball.  GM2: To catch a ball with two hands.</p>	<p><u>Invasion games</u> GM2: To throw under arm/towards a target.  GM2: To catch a ball with two hands.</p>	<p><u>Invasion games</u> GM2: To control a ball with a dominant foot.  GM2: To move a ball/towards a target  GM2: To move a rugby ball with two hands.</p>
Fine motor skills	<p><b>FMI:</b> To maintain a tripod when writing for short periods of time independently.</p>	<p><b>FM2:</b> To thread and weave on a large scale.</p>	<p><b>FM3:</b> Be able to draw triangles in my drawings.  <b>FM2:</b> To cut out more complex shapes with</p>	<p><b>FM2:</b> To know how to use a toothbrush effectively.  <b>FM2:</b> To cut out more complex shapes with</p>	

	<p><b>FM2:</b> To know how to use scissors to cut straight and curved lines.</p> <p><b>FM2:</b> To use scissors to cut through a range of materials.</p>		scissors.	scissors.	
Comprehension	<b>C2:</b> To provide relevant predictions about key events in stories.	<b>C1:</b> To use some story language to retell a familiar story. (Key events)	<b>C3:</b> To use new vocabulary with accuracy within the answers I provide.	<b>C2:</b> To provide relevant predictions about key events in stories.	<p><b>C1:</b> To use some story language to retell a familiar story. (Key events)</p> <p><b>C3:</b> To use new vocabulary with accuracy within the answers I provide.</p>
Word reading	<p><b>WRI:</b> To read the following digraphs by saying a sound for them: sh th ch</p> <p><b>WR2:</b> To read words containing new sounds.</p> <p><b>WR3:</b> To read a few common exception words.</p>	<p><b>WRI:</b> To read the following digraphs by saying a sound for them: qu ng nk</p> <p><b>WR2:</b> To read words containing new sounds.</p> <p><b>WR3:</b> To read a few common exception words.</p>	<p><b>WRI:</b> To read the following digraphs by saying a sound for them: sh th ch qu ng nk</p> <p><b>WR2:</b> To read words containing new sounds.</p> <p><b>WR3:</b> To read simple Phrases containing the sounds I know.</p> <p><b>WR3:</b> To read a few common exception words.</p>	<p><b>WRI:</b> To read the following digraphs by saying a sound for them: sh th ch qu ng nk</p> <p><b>WR3:</b> To read simple Phrases containing the sounds I know.</p> <p><b>WR3:</b> To read a few common exception words.</p>	<p><b>WRI:</b> To read the following digraphs by saying a sound for them: sh th ch qu ng nk</p> <p><b>WR3:</b> To read simple Phrases containing the sounds I know.</p> <p><b>WR3:</b> To read a few common exception words.</p>
Writing	<p><b>W1:</b> To write most letters using taught formation.</p> <p><b>W2:</b> To write some words containing</p>	<p><b>W1:</b> To write most letters using taught formation.</p> <p><b>W2:</b> To write some words containing</p>	<p><b>W1:</b> To write most letters using taught formation.</p> <p><b>W2:</b> To write some words containing digraphs.</p>	<p><b>W1:</b> To write most letters using taught formation.</p> <p><b>W2:</b> To write some words containing digraphs.</p>	<p><b>W1:</b> To write most letters using taught formation.</p> <p><b>W2:</b> To write some words containing digraphs.</p>

	<p>digraphs.</p> <p><b>W3:</b> To write simple sentences containing the red words 'I' and 'the'</p>	<p>digraphs.</p> <p><b>W3:</b> To write simple sentences using digraphs I know (up to 3 sentences)</p>	<p><b>W3:</b> To use spaces between my words.</p> <p><b>W3:</b> To write a simple narrative about a story I know.</p>	<p><b>W3:</b> To orally hold a sentence</p> <p><b>W3:</b> To use spaces between my words.</p> <p><b>W3:</b> To write simple sentences using digraphs I know (up to 3 sentences)</p>	<p><b>W3:</b> To use spaces between my words.</p> <p><b>W3:</b> To write a description about Farmer Duck.</p>
<p>Number Numerical patterns White Rose Maths and NCETM</p>	<p><u><b>White rose:</b></u> <b>Numerical Pattern:</b> -Explore height -Compare height -Talk about time -Order and sequence time</p>	<p><u><b>White rose:</b></u> <b>Number:</b> Building 9 and 10: -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 -Conceptual subitizing to 10 -One more -One less</p> <p><u><b>NCETM:</b></u> -Count things that cannot be seen - actions - Discuss and practise strategies for counting larger sets by moving objects. -Practise counting on from a given number</p>	<p><u><b>White rose:</b></u> <b>Number:</b> Building 9 and 10: -One more -One less -Make arrangements of 10 -Composition to 10 -Bonds to 10 (2 parts)</p> <p><u><b>NCETM:</b></u> -Count things that cannot be seen - actions -Discuss and practise strategies for counting larger amounts that cannot be moved. - Represent quantities to 10 using 10-frames and double dice frames</p>	<p><u><b>White rose:</b></u> <b>Number:</b> Building 9 and 10: -Bonds to 10 (3 parts) -Doubles to 10 (find a double) -Doubles to 10 (make a double) -Explore odd and even</p> <p><u><b>NCETM:</b></u> -Decide when to subitise and when to count quantities -Say the different ways that 10 can be made.</p>	<p><u><b>White rose:</b></u> <b>Geometry:</b> Explore 3D shapes: -Recognise and name 3D shapes -Find 2D shapes within 3D shapes -Use 3D shapes for tasks -3D shapes in the environment -Identify more complex patterns -Copy and continue patterns -Patterns in the environment</p>
<p>Past and present</p>	<p>KAPOW Geography: Outdoor adventures</p> <ul style="list-style-type: none"> <li>Exploring the weather NW1</li> </ul>		<p>KAPOW Geography: Outdoor adventures</p> <p>Senses in nature NW1</p>		

People, culture and communities	<b>PCC2:</b> To talk about belonging to the community.	<b>PCC2:</b> To talk about belonging to the community.  <b>PCC2:</b> To make comments and show an understanding of the religious groups in the community.	<b>PCCI:</b> To learn the story about The Life of Mohammed.	<b>PCC2:</b> To compare the differences between the Lunar and Gregorian calendar	<b>PCC2:</b> To identify the following places of worship: Mosque, Church and Temple
The natural world	Science: energy NWI: To describe what they see, hear and feel whilst outside.	Science: energy NWI: To explore the natural world around me	Science: energy NWI: To describe the sounds I hear	Science: energy NWI: To identify the source of sounds	Science: energy NWI: To describe how I make sounds.
Creating with materials	KAPOW Art Craft and design: Let's get crafty • Cutting skills CMI	KAPOW Art Craft and design: Let's get crafty • Threading skills CMI	KAPOW Art Craft and design: Let's get crafty • Joining materials CMI	KAPOW Art Craft and design: Let's get crafty • Paper snakes CMI	KAPOW Art Craft and design: Let's get crafty • Flower designs CMI • Tissue paper flowers CMI  KAPOW DT Seasonal projects: • Easter: Hanging egg decoration CMI
Being imaginative and expressive	BIEI: To use small word to engage in imaginative play.	KAPOW Music: Music and Movement • Exploring tempo BIE3	KAPOW Music: Music and Movement • Exploring tempo and pitch through dance BIE3	BIEI: To use small word to engage in imaginative play.	KAPOW Music: Music and Movement • Music and movement performance BIE3
Curriculum enrichment	KAPOW computing-Programming VEX: • Understanding arrows	KAPOW computing-Programming VEX: • Introducing VEXI23	KAPOW computing-Programming VEX: • Simple VEXI23 programming	KAPOW computing-Programming VEX: • Understanding algorithms	KAPOW computing-Programming VEX: • Programming a VEXI23



Supporting texts

Stories and rhymes:

- One coconut, two coconuts
- Pass the secret round

Spring is here by Will Hillenbrand

One springy day by Nick Butterworth

Splash splash splosh by Mick Manning

Alfie's weather by Shirley Hughes

The very clumsy beetle by Eric Carle

Blown Away by Rob Biddulph

Amazing machines: Awesome ambulances by Tony Mitton and Ant Parker

Doctorsaurus by Emi-Lou May and Leire Martin

Peep inside how a recycling truck works by Lara Bryan and Giovana Medeiros

The jolly postman by Allan and Janet Ahlbery

Monkey with a bright blue bottom by Steve Smallman