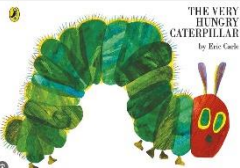
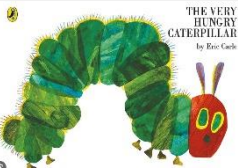
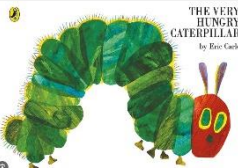
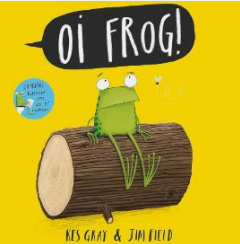
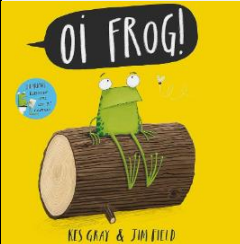
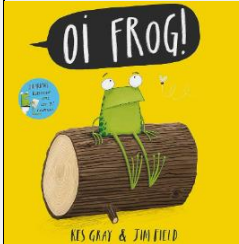


Great Linford Primary School - EYFS Medium Term Plan- Term 5

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 - WC 15 th April	Week 2- WC 22 nd April	Week 3 WC 29 th April	Week 4 WC 6 th May	Week 5 WC 13 th May	Week 6 WC 20 th May
Key texts						
Possible themes/interests	Planting seeds	Growing plants	Life cycles- butterfly	Gardening	Life cycles-frog	Life cycles
Listening, Attention and Understanding	<p>L1: To track the movements of the speaker with 'magnet eyes'.</p> <p>L2: To ask relevant questions to clarify their understanding</p>	<p>L2: To answer how and why questions relating to own experiences.</p> <p>L3: To listen and respond to the ideas expressed by others in conversation.</p>	<p>L2: To ask relevant questions to clarify their understanding</p>	<p>L2: To ask relevant questions to clarify their understanding</p>	<p>L2: To answer how and why questions relating to own experiences.</p> <p>L3: To listen and respond to the ideas expressed by others in conversation.</p>	<p>L3: To hold longer and more involved conversations.</p>
Speaking	<p>S3: To extend my sentences by using conjunctions (after teacher modelling).</p>	<p>S3: To offer explanations using the conjunction 'because'.</p> <p>S2: To use full and coherent explanations for the knowledge I have learnt.</p>	<p>S3: To use the past, present and future tense correctly using modelled sentence structures.</p>	<p>S2: To use full and coherent explanations for the knowledge I have learnt.</p> <p>S2: To perform some rhymes and poetry that I have learnt.</p>	<p>S3: To offer explanations using the conjunction 'because'.</p> <p>S2: To perform some rhymes and poetry that I have learnt.</p>	<p>S3: To use the past, present and future tense correctly using modelled sentence structures.</p> <p>S2: To perform some rhymes and poetry that I have learnt.</p>

Self-regulation	<p>Jigsaw-Relationships -To know what a family is BR2</p> <p>SR2: To complete a goal set by an adult.</p>	<p>Jigsaw-Relationships -To know some of the characteristics of healthy and safe friendships BR2</p> <p>SR3: To follow instructions involving several ideas or actions.</p>	<p>Jigsaw-Relationships -To know that friends sometimes fall out BR2 -To know some ways to mend a friendship BR3 -To know that unkind words can never be taken back and they can hurt. BR3</p> <p>SRI/2: To know how to resolve a conflict with another child.</p>	<p>Jigsaw-Relationships -To identify what jobs I do in my family and those carried out by family members. BR1</p>	<p>Jigsaw-Relationships -To suggest ways to make a friend or help someone who is lonely BR2</p>	<p>Jigsaw-Relationships -To recognise what being angry feels like. SRI</p> <p>SRI: To be able support others when they are experiencing strong emotions.</p>
Managing self	MS2: To name and talk about the school rules.	MS1: To complete a new activity (resilience)	MS1: To complete a new activity (resilience)	MS2: To name some actions we can take to show respect to ourselves and others.	MS2: To name some actions we can take to show respect to ourselves and others.	MS2: To name some actions we can take to show respect to ourselves and others.
Building relationships	BRI: To know how to work cooperatively with a range of children or adults. (unfamiliar)			BR2: To know how to encourage others to join in with play.		
Gross motor skills	<p>Athletics GM3: to know how to run with control.</p>	<p>Athletics GM1: to know how/when to change speed.</p>	<p>Athletics GM3: To jump two feet to two feet. GM2: To jump forwards two feet to two feet</p>	<p>Athletics GM3: to know how to jump/in different directions.</p>	<p>Athletics GM2: To throw/throw objects forward.</p>	<p>Athletics GM2: To perform an underarm throw/towards a target.</p>
Fine motor skills	FM2: To weave through a range of	FM2: To weave through a range of	FM2: To thread and weave on a small	FM2: To know how to cut and prepare	FMI: To maintain a tripod grip	FMI: To maintain a tripod grip

	<p>different materials.</p> <p>FM3: To form most lowercase letters with accuracy.</p>	<p>different materials.</p> <p>FM3: To form most lowercase letters with accuracy.</p>	<p>scale (sewing).</p> <p>FMI: To maintain a tripod grip when writing for longer periods.</p> <p>FM3: To form most lowercase letters with accuracy.</p>	<p>food using cutlery.</p> <p>FM2: To know how to use graters, strainers, squeezers and other utensils.</p> <p>FMI: To maintain a tripod grip when writing for longer periods.</p> <p>FM3: To form most lowercase letters with accuracy.</p>	<p>when writing for longer periods.</p> <p>FM3: To form most lowercase letters with accuracy.</p>	<p>when writing for longer periods.</p> <p>FM3: To form most lowercase letters with accuracy.</p>
Comprehension	C2: To listen and respond to the predictions made by others.	CI: To use new vocabulary when retelling stories (to add detail)	C3: To recall facts using target vocabulary.	C2: To listen and respond to the predictions made by others.	CI: To use new vocabulary when retelling stories (to add detail)	C3: To recall facts using target vocabulary.
Word reading	<p>WRI: To read the following digraphs / trigraphs by saying a sound for them: ay ee igh</p> <p>WR2: To read words containing new sounds.</p>	<p>WRI: To read the following digraphs / trigraphs by saying a sound for them: ow oo oo</p> <p>WR2: To read words containing new sounds.</p>	<p>WRI: To read the following digraphs / trigraphs by saying a sound for them: ay ee igh ow oo oo</p> <p>WR3: To read simple sentences from Red level books.</p>	<p>WRI: To read the following digraphs / trigraphs by saying a sound for them: ay ee igh ow oo oo</p> <p>WR3: To read simple sentences from Red level books.</p>	<p>WRI: To read the following digraphs / trigraphs by saying a sound for them: ay ee igh ow oo oo</p> <p>WR3: To read simple sentences from Red level books.</p> <p>WR3: To read the common exception words that appear in red level books.</p>	<p>WRI: To read the following digraphs / trigraphs by saying a sound for them: ay ee igh ow oo oo</p> <p>WR3: To read simple sentences from Red level books.</p> <p>WR3: To read the common exception words that appear in red level books.</p>

<p>Writing</p>	<p>W3: To write a short sentence after holding it first.</p> <p>W1: To write some capital letters</p>	<p>W3: To write a short sentence after holding it first.</p> <p>W1: To write some capital letters</p>	<p>W3: To use joining word "and" in my sentence</p> <p>W3: To use a capital letter at the beginning of a sentence.</p> <p>W3: To write a narrative using short sentences.</p> <p>W3: To re-read my writing.</p> <p>W3: To use a full stop at the end of a sentence.</p> <p>W2: To write some red words with accuracy.</p>	<p>W3: To write a short sentence after holding it first.</p> <p>W3: To use a capital letter at the beginning of a sentence.</p> <p>W3: To use a full stop at the end of a sentence.</p> <p>W2: To write some red words with accuracy.</p> <p>W3: To use joining word "and" in my sentence.</p>	<p>W3: To write a short sentence after holding it first.</p> <p>W3: To use a capital letter at the beginning of a sentence.</p> <p>W3: To use a full stop at the end of a sentence.</p> <p>W2: To write some red words with accuracy.</p> <p>W3: To use joining word "and" in my sentence.</p>	<p>W2: To write some red words with accuracy.</p> <p>W3: To use a capital letter at the beginning of a sentence.</p> <p>W3: To write instructions on how to grow a plant.</p> <p>W3: To re-read my writing.</p> <p>W3: To use a full stop at the end of a sentence.</p> <p>W2: To write some red words with accuracy.</p> <p>W3: To use joining word "and" in my sentence.</p>
<p>Number Numerical patterns (White Rose Maths)</p>	<p><u>White rose:</u> Number: To 20 and beyond: -Build numbers beyond 10 (10-13) -Continue patterns beyond 10 (10-13) -Verbal counting beyond 20</p>	<p><u>White rose:</u> Number: To 20 and beyond: -Build numbers beyond 10 (14-20) -Continue patterns beyond 10 (14-20) -Verbal counting beyond 20 -Verbal counting patterns</p>	<p><u>White rose:</u> Number: How many now? -Add more -How many did I add? -Take away -How many did I take away?</p>	<p><u>White rose:</u> Numerical pattern: Manipulate, compose and decompose: -Select shapes for a purpose -Rotate shapes -Manipulate shapes -Explain shape arrangements</p>	<p><u>White rose:</u> Numerical pattern: Manipulate, compose and decompose: -Compose shapes -Decompose shapes -Copy 2D shape pictures -Find 2D shapes within 3D shapes</p> <p><u>NCETM:</u></p>	<p><u>White rose:</u> Review</p> <p><u>NCETM:</u> -Use spatial language to describe the shapes</p>

					-Use spatial language to describe the shapes	
Past and present		KAPOW Geography: Outdoor adventures: Dress the teddy NWI				
People, culture and communities				PCC3: To recognise how different religions dress (turbans, head scarf)	PCC2: To name special books belonging to different religions- Bible (Christianity), Quran (Islam)	PCC1: To describe different places of worship in my community.
The natural world (science)	Science: plants NWI: To use all their senses in hands-on exploration of natural materials	Science: plants NWI: To understand why we need to respect and care for the natural environment and all living things.	Science: plants NWI: To plant seeds and care for growing plants.	Science: plants NWI: To identify the leaves, stem, petals and roots on common plants.	Science: plants NWI: To know the key features of the life cycle of a plant and an animal.	
Creating with materials	KAPOW DT textiles: bookmarks • Exploring threading and weaving CMI	KAPOW DT textiles: bookmarks • Paper weaving CMI	KAPOW DT textiles: bookmarks • Sewing with hessian CMI	KAPOW DT textiles: bookmarks • Designing bookmarks CMI KAPOW DT Cooking and nutrition: • Lesson 1 fantastic fruits and vegetables CMI	KAPOW DT textiles: bookmarks • Creating bookmarks CMI	KAPOW DT textiles: bookmarks Evaluating bookmarks CM2

Being imaginative and expressive	BIEI: To take on different roles within storytelling	KAPOW Music: Musical Stories • Moving to music BIE3		BIEI: To take on different roles within storytelling	KAPOW Music: Musical Stories • Using instruments to represent characters BIE	
Curriculum Enrichment	Growing butterflies	Growing butterflies	Growing butterflies	Growing butterflies Healthy cooking	Growing butterflies	Growing butterflies
Supporting texts	<p>Mr grumpy's outing by John Burningham Mr Achimedes Bath by Pamela Allen</p> <p>Seasons bu Anna Pang</p> <p>Lulu loves flowers by Anna McQuinn and Rasalind Beardshaw</p> <p>Katie and the sunflowers by James Mayhew</p> <p>Eco-girl by Ken Wilson-Max</p> <p>Look and wonder: the amazing life cycle of plants by Kay Barnham</p> <p>Roots, stems, leaves and flowers by Ruth Owen</p> <p>- Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson</p>					