

Medium Term Plan
EYFS – Term 1 – 2026/2027
Journeys

	<u>Term 1 – Journeys</u> <u>Focus texts</u> We're Going on a Bear Hunt Whatever Next
Communication and Language	<u>LISTENING, ATTENTION AND UNDERSTANDING</u> - To listen to others in a small group. - To listen to short stories with increasing recall. - To understand the use of objects – using what. - To follow simple instructions, related to their new routine <u>SPEAKING</u> - To talk about things that are important to them. - To start a conversation with an adult or friend. - To enjoy joining in with moving, dancing and ring games.
Personal, Social and Emotional Development	<u>Self-Regulation</u> - To recognise what is fair and unfair, kind and unkind, right and wrong and to know how unfair, unkind and wrong words, actions or decisions can make other people feel. - To recognise a feeling such as happy and sad and what may have caused that. - That the Colour Monsters can help us show how we are feeling -happy, sad, calm and angry <u>Managing Self</u> - To dress with help. For example, open fronted coat, pull trousers up and down independently. Take jumper on and off. - To show understanding of how to transport and store equipment safely, organising themselves and their peers as they do so. <u>Building Relationships</u> - To seek out companionship with adults and other children, sharing experiences and play ideas. <u>Friendships</u> - What friendship is and what makes a good friend, including knowing that friendships should make them feel happy. - How friendships can help us feel happy and how we can welcome others. (RSE lesson 1) - How people make friends and how to be kind and caring in friendships. - That friends can argue, and they can also make up. - What happens when friends fall out and how we can make things better (RSE lesson 2) - Simple ways to resolve arguments with friends positively and that physically hurting someone is never the right way to solve an argument. - How to play cooperatively. - How to share, take turns and include others. - Who they can talk to and how they can ask for help if a friendship is making them feel unhappy. - To recognise the importance of saying sorry and forgiving their friends if they have a disagreement or a falling out. <u>Communication and Language - Speaking</u> - To talk about things that are important to them. - To start a conversation with an adult or friend.
Physical Education	<u>GROSS MOTOR SKILLS</u> Introduction to PE: Unit 1 To move safely and sensibly in a space with consideration of others.

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	- To develop moving safely and stopping with control. - To use equipment safely and responsibly. - To use different travelling actions whilst following a path. - To work with others co-operatively and play as a group. - To follow, copy and lead a partner. Fundamentals: Unit 1 - To develop balancing whilst stationary and on the move. - To develop running and stopping. - To develop changing direction. - To develop jumping and landing. - To develop hopping and landing with control. - To explore different ways to travel. FINE MOTOR SKILLS - To start to hold a pencil with a tripod grip. - To develop their pincer grip or activities such as threading and constructing. - To use scissors to make changes to materials. - To use scissors with increasing control to be able to make snips and cuts.
Literacy	COMPREHENSION Comprehension focus(es): - Familiarity with books, stories & rhymes: We're Going on a Bear Hunt, Whatever Next, Look Up by Nathan Bryon, Story Songs x 6 - To listen to and join in with stories and poems, when reading one-to one and in small groups. - To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. - Structure/plot: Simple sequencing of a story. - Questioning the text: Raising simple questions like 'What if...?' 'What do you think?' Reading as a habit: - To discuss likes and dislikes about the stories, giving simple justifications WORD READING Decoding - Fluency & Word Reading: - To hear and say the initial sound in words. - To segment the sounds in three-phoneme words and blend them together. - To begin to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs. - To use phonic knowledge to decode regular words and read them aloud accurately. - Phase 2 GPCs: s a t p i n m d g o c k c k e u r h b f l (Ph3) j v w x - Common Exception Words: the to I is - To recognise familiar words and signs such as their own name, advertising logos and screen icons. WRITING Transcription: - Drawing of simple story patterns using s-shape story map pattern, including simple drawn innovations on class story and own stories. - To write some initial sound letters from stories learned and invented and apply these to maps: - Phase 2 GPCs: s a t p i n m d g o c k c k e u r h b f l (Ph3) j v w x - Common Exception Words: the to I is

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	- To ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves. - To include mark making and early writing in their play. - To imitate adults' writing by making continuous lines of shapes and symbols. - To attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. Composition: - Full oral composition of simple repetitive stories including typical story language features from the below: - Once upon a time there was a... who... So,...; Now... - Simple innovation of repetitive spoken stories through changing some items needed for journey. - Story invention sessions to use basic 5 part structure to teach concept of characters, settings, and basic language patterns.
Mathematics	NUMBER - To develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). - To identify when a set can be subitised and when counting is needed. - To represent quantities on their fingers in different ways. - To represent a given number on their fingers without looking. - To identify sub-groups of 1, 2 and 3 within larger arrangements. - To count objects, actions and sounds. - To link the number symbol (numeral) with its cardinal number value. - To see that the last number in the count tells us 'how many altogether'. - To hear and join in with the counting sequence to 5, including using songs and rhymes. - To record the results of their count. To count each object, action or sound once and only once. To understand the make it, draw it, write it approach. NUMERICAL PATTERNS - To understand the 'one more than/one less than' relationship between consecutive numbers. - To make and describe spatial patterns with 3 dots. - To explore the composition of numbers to 10. - To compare two small groups of up to five objects, saying when there are the same number of objects in each group. - To compare quantities using language: 'more than', 'fewer than'. - To identify when a small collection is rearranged or the quantity changed. - To talk about and identify the patterns around them. - To use positional language to describe patterns of 4. - To make patterns showing 4.
The World	PEOPLE AND COMMUNITIES - 'Which stories are special and why?' (RE) - That there are different religions e.g. Christianity and Islam. - That some books are sacred to different religions. - That there is a special book for Christians (Bible) and a special book for Muslims (Qur'an) - That there are similarities and differences between different religious artefacts e.g. Bible and the Qur'an. - That a bible and the Qur'an teach us about God. - About when Muhammad was first given the Qur'an (Muhammad and the night of power). - Bible stories that show how we can all change our ways e.g. Jesus and the story of (Zacchaeus, Luke 19).

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	• That some stories have a meaning to Christians and Muslims. THE NATURAL WORLD • To talk about why things happen and how things work. • To use observation to begin to explore natural materials in the indoor and outdoor learning environment. • To explore and talk about different forces they can feel. • To talk about the differences between materials and changes they notice. • To be able to say how a car moves (uses its wheels) (how things work and why things happen) PAST AND PRESENT • To recall something in the immediate past, using the phrases – ‘Yesterday I...’ ‘This morning I...’ ‘At the weekend I...’ • That history refers to something that happened in the past. • The names of different types of transport. E.g. cars, buses. • That people in the past did not have the same transport that we have today. • Before we had cars, people would use horse drawn carriages and before aeroplanes, people would travel by boat which would take a long time. • That different transport moves in different ways. Such as boats floating, planes flying etc. • That cars have changed from the past such as they are now electric and faster. COMPUTING Computing Systems and Networks - Using a Computer • To recognise and identify familiar letters and numbers on a keyboard. • Basic mouse skills such as moving and clicking • To use a simple paint tool to create digital art. • To log in and out with adult support. • To identify a computer keyboard.
Expressive Arts and Design	CREATING WITH MATERIALS • To explore and learn how sounds and movements can be changed. • To explore and learn how sounds and movements can be changed. • To experiment with colour and texture. • To model using clay and playdough using rolling, cutting, and joining techniques. BEING EXPRESSIVE AND IMAGINATIVE • To engage in imaginative play based on own ideas or first-hand or peer experiences. • To use available resources to create props or creates imaginary ones to support play • To sing familiar songs.