

Medium Term Plan
EYFS – Term 4 – 2025/2026

	<p>Term 4: Big Blue Sea</p> <p>Focus texts : A New Home for a Pirate Rainbow fish</p>
Communication and Language	<p>LISTENING, ATTENTION AND UNDERSTANDING</p> <ul style="list-style-type: none"> • To understand questions such as who; why; when; where and how. • To ask questions to find out more and to check they understand what has been said to them. • To articulate their ideas and thoughts in well-formed sentences. <p>SPEAKING</p> <ul style="list-style-type: none"> • To offer explanations for why things might happen. • To articulate their ideas in well-formed sentences. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (linked to Spanish learning too)
Personal, Social and Emotional Development	<p>SELF REGULATION - 'Health and Wellbeing' (PSHE)</p> <ul style="list-style-type: none"> • To be aware of behavioural expectations and sensitive to ideas of justice and fairness. <p>MANAGES SELF 'Health and Wellbeing' (PSHE)</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands the need for variety in food. • That a healthy lifestyle involves exercise and a balanced diet. • That personal hygiene includes cleaning your body every day, washing your hands with soap after going to the toilet and before you eat, brushing your teeth twice a day, and covering your mouth and nose when you cough or sneeze. • That everyone experiences change and loss and to identify how this makes me feel and understand people will have different feelings about this. • About fire safety: to know that they must never play with fire or matches. To know that if their clothes were to catch fire they should stop, drop and roll. • About sun safety: To know that they need to wear sun cream and appropriate clothing in the sun. <p>BUILDING RELATIONSHIPS –</p> <ul style="list-style-type: none"> • To take steps to resolve conflicts with other children by negotiating and finding a compromise. • To form positive attachments to adults and friendships with peers.
Physical Education	<p>GROSS MOTOR SKILLS</p> <p>Gymnastics: Unit 1</p> <ul style="list-style-type: none"> • To copy and create shapes with your body. • To be able to create shapes whilst on apparatus. • To develop balancing and taking weight on different body parts. • To develop jumping and landing safely. • To develop rocking and rolling. • To copy and create short sequences by linking actions together. <p>Games: Unit 2</p>

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	<ul style="list-style-type: none"> • To aim when throwing and practise keeping score. • To follow instructions and move safely when play tagging games. • To learn to play against a partner. • To develop co-ordination and play by the rules. • To explore striking a ball and keeping score. • To work co-operatively as a team. <p>FINE MOTOR SKILLS</p> <ul style="list-style-type: none"> • To form lower case letters correctly. • To handle tools, objects, construction and malleable materials safely and with increasing control and intention. • To use the paintbrush and other small equipment with accuracy.
Literacy	<p>COMPREHENSION</p> <p>Vocabulary, comprehension & metacognition:</p> <ul style="list-style-type: none"> • Simple sequencing of a story. • Retrieval of key details from the learned text. <p>Responding & questions:</p> <ul style="list-style-type: none"> • Raising simple questions like 'What if...?' & know that good readers ask questions when they read. • Discuss likes, dislikes & puzzles about the stories • Orally answer some simple questions that promote inference <p>WORD READING</p> <p>Decoding - Fluency & Word Reading:</p> <ul style="list-style-type: none"> • <i>To Recap /or/Recap /oo/Recap /ear/Recap /ng/Recap /ur/</i> • <i>The Common exception word(s): you. they. we, be, all</i> <p>WRITING</p> <p>Transcription:</p> <ul style="list-style-type: none"> • <i>Recap /or/Recap /oo/Recap /ear/Recap /ng/Recap /ur/</i> <p><i>Common exception word(s): you. they. we, be, all</i></p> <ul style="list-style-type: none"> • Begin to write simple sentences associated with innovated stories <p>Composition:</p> <ul style="list-style-type: none"> • Oral composition of innovated and invented stories including typical story language features from the below: Once upon a time there lived a... who... One day... First,... Next,... After that,... Finally • Simple innovation on learned stories through substituted settings and new character name - children to map and tell new stories
Mathematics	<p>NUMBER</p> <p>Pupils Learn:</p> <ul style="list-style-type: none"> • practise counting aloud • revisit the principles of counting. • use generalised statements to describe the '5 and a bit' composition of the numbers 6–8. • investigate the '1 more/1 less' pattern of the base-10 counting system • begin to order numbers between 1 and 10, noticing the '5 and a bit' structure. • describe the '1 more/1 less' relationship of numbers to 10 • work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.

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	<p>NUMERICAL PATTERNS</p> <ul style="list-style-type: none">• practise identifying when 2 sets are equal in number.• identify when a double is shown and explain why.• identify when a double is shown and explain why• say what the whole is when there are 2 equal parts.• say what the whole is when there are 2 equal parts• use objects to make doubles patterns and describe what they can see.• show doubles patterns on their fingers in response to being given the whole• use positional language to describe spatial arrangements of objects• visualise doubles patterns to 5 and 5.• say what the whole is when there are 2 equal parts• recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.)• sort objects according to attributes described by an adult.• say what the whole is when there are 2 equal parts• describe attributes that they notice for a group of objects• sort and re-sort objects according to their own attributes.• say what the whole is when there are 2 equal parts• describe attributes of the Numberblocks• sort the Numberblocks using the criteria 'odd blocks' or 'even tops'.• say what the whole is when there are 2 equal parts• describe attributes of the Numberblocks• investigate patterns of doubles.
The World	<p>PEOPLE AND COMMUNITIES: Why are some places special and sacred? (RE)</p> <p>Pupils Learn:</p> <ul style="list-style-type: none">• To know what is special to them – a place and a thing and be able to explain why.• That a Church is a special place for Christians and that a mosque is a special place for Muslims.• That there are special things in a Church such as an altar, a pew, a bible and a font and in a mosque you will find a prayer mat and a Qur'an.• What people do in a Church and a Mosque.• To compare and contrast what different features there are in different places of worship. <p>THE NATURAL WORLD (SCIENCE AND GEOGRAPHY LINK)</p> <ul style="list-style-type: none">• That islands are surrounded by sea.• That we live in the UK and the UK is in Europe.• That the world is split into continents and countries.• That they take a route to school and ships take routes to a destination.• That we have many different types of weather and these change according to the season.• That the weather can affect the sea.• That materials have properties and some are waterproof.• What makes a boat float or sink <p>PAST AND PRESENT</p>

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	<ul style="list-style-type: none">That boats are used to travel from one place to another and can carry goods or people.That boats have changed over time and were made of wood and now metal. They have got much bigger too.We transport things from one country to another using boats. These are called 'goods' (Concept of Trade)To label and describe the key parts of a boat.
Expressive Arts and Design	<p>CREATING WITH MATERIALS</p> <p>Pupils Learn:</p> <ul style="list-style-type: none">That the primary colours are red, blue and yellow and other colours cannot be used to make them.That the primary colours can be mixed to create other colours. Predict what changes will be made.To make use of props and materials when role playing characters from narratives.To design, make and evaluate their creations.To cut and join materials to create a desired effect. <p>BEING IMAGINATIVE AND EXPRESSIVE</p> <ul style="list-style-type: none">To perform poetry in time with others.To perform combinations of movements and to express their feelings and responses to their own and others performance.To perform solo or in groups.