

	<p><b>Term 3: HEROES AND VILLAINS</b></p> <p><b>Focus texts :</b> Superworm Supertato</p>
<b>Communication and Language</b>	<p><b>LISTENING, ATTENTION AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• To maintain two channelled attention, in larger group situations. For example, completing an activity while listening to the next instruction.</li> <li>• To understand questions such as who; why; when. For example, 'Who is the villain in the story of Superworm?', 'Why did the animals need to rescue wizard lizard?'</li> <li>• To listen carefully to rhymes, paying attention to how they sound.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• To link statements and stick to a main theme or intention. For example, being able to stay in role as Batman and Superman when playing.</li> <li>• To build up vocabulary that reflects the breadth of their experiences. For example, being able to use the words hero and villain in context.</li> <li>• To ask who, why and when questions of others. For example, 'Why is Batman upset, has there been a problem?' 'Who is the hero in the story, who got the character out of trouble?'</li> <li>• To recite rhymes and stories using copying and repetition.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<p><b>SELF REGULATION - 'Health and Wellbeing' (PSHE)</b></p> <ul style="list-style-type: none"> <li>• To try and repair a relationship or situation where they have caused upset and understand how their actions impact other people.</li> <li>• To recognise if someone else is feeling happy or sad.</li> <li>• To manage their feelings and tolerate situations in which their wishes cannot be met.</li> </ul> <p><b>MANAGES SELF 'Health and Wellbeing' (PSHE)</b></p> <ul style="list-style-type: none"> <li>• That a healthy lifestyle involves exercise and a balanced diet.</li> <li>• That there are good and not so good feelings and that these include feeling happy, feeling sad and feeling angry.</li> <li>• 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.</li> <li>• About online safety: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult.</li> </ul> <p><b>BUILDING RELATIONSHIPS -</b></p> <ul style="list-style-type: none"> <li>• To be increasingly flexible and cooperative as they are more able to understand other people's wants.</li> <li>• To be proactive in seeking adult support and be able to articulate their wants and needs</li> </ul>

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<b>Physical Education</b>	<p><b>GROSS MOTOR SKILLS</b></p> <p><b>Dance: Unit 1</b></p> <ul style="list-style-type: none"><li>• To explore different body parts and how they move.</li><li>• To explore different body parts and how they move and remember and repeat actions.</li><li>• To express and communicate ideas through movement exploring directions and levels.</li><li>• To create movements and adapt and perform simple dance patterns.</li><li>• To copy and repeat actions showing confidence and imagination.</li><li>• To move with control and co-ordination, linking, copying and repeating actions.</li></ul> <p><b>Games: Unit 1</b></p> <ul style="list-style-type: none"><li>• To work safely and develop running and stopping.</li><li>• To develop throwing and learn how to keep score.</li><li>• To be able to play games showing an understanding of the different roles within it.</li><li>• To follow instructions and move safely when playing tagging games.</li><li>• To work co-operatively and learn to take turns.</li><li>• To work with others to play team games.</li></ul> <p><b>FINE MOTOR SKILLS</b></p> <ul style="list-style-type: none"><li>• To handle tools, objects, construction and malleable materials safely and with increasing control and intention.</li><li>• To use the claw grip to cut soft foods using a serrated vegetable knife.</li><li>• To cut food into evenly-sized largish pieces (e.g. potato)</li><li>• To begin to form recognisable letters independently</li></ul>
<b>Literacy</b>	<p><b>COMPREHENSION</b></p> <p><b>Vocabulary, comprehension &amp; metacognition:</b></p> <ul style="list-style-type: none"><li>• Familiarity with books, stories &amp; rhymes: Book 1: Supertato (2014) Book 2: Supertato: Veggies Assemble (2016), Book 3: Supertato Run Veggies Run (2017), Runaway Pea, Harris the Hero - (links into oceans)</li><li>• To simply sequence &amp; summarise a story.</li><li>• To retrieve key details from the learned text using pictures to help.</li><li>• To raise simple questions like 'What if...?'</li></ul> <p><b>Responding &amp; questions:</b></p> <ul style="list-style-type: none"><li>• To discuss likes and dislikes about the story.</li><li>• To orally answer simple questions that promote inferences. For example, how do we know that the character is happy or sad?</li></ul> <p><b>WORD READING</b></p> <p><b>Decoding - Fluency &amp; Word Reading:</b></p> <ul style="list-style-type: none"><li>• To segment the sounds in three and four phoneme words and blend them together.</li><li>• To use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• The Phase 4 GPCs:</li></ul>

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	<ul style="list-style-type: none"><li>• /f/ spelt ff; /z/ spelt zz; /l/ spelt ll; /s/ spelt ss; /k/ spelt ck; Recap /ar/</li><li>• The Common Exception Words: go, no, into, put, he, she.</li></ul> <p><b>WRITING</b></p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• To write the Phase 4 GPCs: /f/ spelt ff; /z/ spelt zz; /l/ spelt ll; /s/ spelt ss; /k/ spelt ck; Recap /ar/</li><li>• The Common Exception Words: go, no, into, put, he, she.</li><li>• To write simple captions and some sentence patterns.</li></ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"><li>• To orally compose innovated and invented stories using typical story language features from the below:</li><li>• Once upon a time there lived a... who... Early one morning..., Sadly..., Luckily...,</li><li>• To simply innovate learned stories through substituted heroes and villains - children to map and tell new stories.</li><li>• To invent stories using a basic five part structure to embed concept of characters, settings, and basic language patterns.</li></ul>
<b>Mathematics</b>	<p><b>NUMBER</b></p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"><li>• To continue to subitise to 5.</li><li>• To compose and decompose numbers.</li><li>• To explore verbal counting to numbers larger than 20.</li><li>• To develop their understanding of equal amounts.</li><li>• To begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.</li><li>• To recognise die patterns to 6.</li><li>• To understand how to partition 5.</li><li>• To see the staircase pattern and recognise that each number is 1 more.</li><li>• To consider what zero means and link the numeral 0 to its amount.</li><li>• To begin to combine two amounts.</li></ul> <p><b>NUMERICAL PATTERNS</b></p> <ul style="list-style-type: none"><li>• The relationship of one more and one less for consecutive numbers.</li><li>• To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same (composition).</li><li>• To compare quantities when discussing capacity.</li><li>• To compare the length, height and weight of objects.</li></ul>
<b>The World</b>	<p><b>PEOPLE AND COMMUNITIES: Which people are special and why? (RE)</b></p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"><li>• That there are special people in their lives – friends and family.</li></ul>

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- What is a good friend and how they show that they are a good friend.
- To identify why some people are special to them and in what ways Jesus was special.
- That other religions also have important people (Rabi in Judaism and Imam in Islam).
- Why some religious people are still important today (Guru Nanak and Buddha).
- Stories that Jesus taught us about friendship e.g. Blind Bartimaeus (Mark 11.46–52).
- To show interest in different occupations and ways of life indoors and outdoors.
- That there are certain occupations that help people, e.g. police, firefighters, doctors, nurses.

### **THE NATURAL WORLD**

(SCIENCE AND GEOGRAPHY LINK)

- To begin to understand that their behaviour can affect the **environment** such as throwing litter.
- What **recycling** is and why it is important for the **environment**.
- To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- To identify where we live on a **local map**.
- That places on a **map** are marked using **symbols** and we can use these to help us find somewhere
- That an **aerial image** is like taking a photograph from the sky.

(COMPUTING LINK)

- That the internet connects all of the **computers** in the world.
- That the **internet** can help us find out **information**.
- That most of the information on the **internet** is safe however, sometimes not everyone is kind or keeps us safe and we must know how to stay **safe online**. This is called **Online Safety**. When we are online, we are using the **internet**.
- That if they have a concern about any content that they see **online** such as a picture or video, they should tell an adult.
- What '**posting**' and '**sharing**' online is and they have a '**digital footprint**'.

### **PAST AND PRESENT**

- To talk about the **past** - family members and events they have enjoyed together.
- To talk about the lives of people around them and their **roles in society**. Specifically focused on those who help us.
- To consider the different forms of air travel, such as planes, hot air balloons, gliders.
- To begin to understand that travel by plane can have an impact on the environment.

<b>Expressive Arts and Design</b>	<p><b>CREATING WITH MATERIALS</b></p> <p><b>Pupils Learn:</b></p> <ul style="list-style-type: none"><li>• To make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of a chant.</li><li>• To safely use tools appropriately for the chosen technique. For example, scissors to cut and different types of glue for sticking.</li><li>• That some objects can be made from one or more different materials, for example: plastic, metal or wooden spoons.</li><li>• That materials can be described by their properties e.g. shiny, stretchy, rough</li><li>• That some materials are natural while others are man-made.</li><li>• That a <b>mechanism</b> is a way of making something move.</li></ul> <p><b>BEING EXPRESSIVE AND IMAGINATIVE</b></p> <ul style="list-style-type: none"><li>• To play alongside or with other children who are engaged in the same theme, such as heroes and villains. For example, staying in role as Batman and Superman for an extended period, coming up with a story for the characters and acting it out together. To start to move freely to music, in a range of ways.</li><li>• To <b>sing, rap, rhyme, chant</b> and use <b>spoken word</b>.</li><li>• To be able to notice <b>rhyme</b> and offer examples of their own.</li></ul>
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