


Medium Term Plan  
EYFS – Term 5 – 2025/2026

	<b>Term 5: Growing</b>
<b>Communication and Language</b>	<p><b>Focus text:</b> The Very Hungry Caterpillar</p> <p><b>LISTENING, ATTENTION AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• To respond to what they hear with relevant questions.</li> <li>• To follow and understand instructions with multiple parts.</li> <li>• To listen to and talk about selected non-fiction to develop new knowledge and vocabulary.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• To actively participate in small group and class discussions offering their own ideas.</li> <li>• To articulate their ideas in well-formed sentences. Using past, present and future tenses.</li> <li>• To use vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<p><b>Building Relationships and Managing Self</b></p> <ul style="list-style-type: none"> <li>• To learn that their class is a group that they are a member of. Knowing their own worth, within the classroom.</li> <li>• To learn that rules are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict.</li> <li>• To learn that different rules are needed for different environments and different situations</li> </ul>
<b>Physical Education</b>	<p><b>GROSS MOTOR SKILLS</b></p> <p><b>Balanceability</b></p> <ul style="list-style-type: none"> <li>• Static Balance and how we can use this when using the balance bike.</li> <li>• Dynamic Balance and how we can use this when using the balance bike.</li> <li>• Sensory processing skills</li> <li>• Spatial awareness. Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Gymnastics: Unit 2</b></p> <ul style="list-style-type: none"> <li>• To create short sequences using shapes, balances and travelling actions.</li> <li>• To develop balancing and safely using apparatus.</li> <li>• To develop jumping and landing safely from a height.</li> <li>• To develop rocking and rolling.</li> <li>• To explore travelling around, over and through apparatus.</li> <li>• To create sequences using apparatus.</li> </ul> <p><b>FINE MOTOR SKILLS</b></p> <ul style="list-style-type: none"> <li>• To learn to trim and snip with increasing accuracy when using scissors to create a desired shape.</li> <li>• To show accuracy and care when writing, thinking about letter sizing.</li> </ul>

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<p><b>Literacy</b></p>	<p><b>COMPREHENSION</b>  <b>Vocabulary, comprehension &amp; metacognition:</b></p> <ul style="list-style-type: none"> <li>• Simple sequencing of a story</li> <li>• Retrieval of key details from the learned text</li> <li>• Raising simple questions like 'What if...?' &amp; know that good readers ask questions when they read.</li> <li>• Anticipate upcoming events from the story based on facts learned so far.</li> </ul> <p><b>Responding &amp; questions:</b></p> <ul style="list-style-type: none"> <li>• Discuss likes, dislikes &amp; puzzles about the story</li> <li>• Orally answer some simple questions that promote inference e.g. Why didn't one dinosaur baby look like a T-Rex?</li> </ul> <p><b>WORD READING</b>  <b>Decoding - Fluency &amp; Word Reading:</b>  Unit 3 GPCs: /ure/ ure /er/ er /ai/ ay /ee/ ea /igh/  Common Exception Words: their are her his said like</p> <p><b>WRITING</b>  <b>Transcription:</b>  Unit 3 GPCs: /ure/ ure, /er/ er, /ai/ ay, /ee/ ea, /igh/  Common Exception Words: their are her his said like  Simple sentence writing</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Oral composition of innovated and invented stories including typical story language features from the below:  Once upon a time there was a... who lived...  Early one morning...  So he..., And they...,</li> <li>• Simple innovation on learned stories through substituted characters and settings on children to map and tell new stories with associated sentence writing.</li> <li>• Writing a simple information report using a class model.</li> </ul>
<p><b>Mathematics</b></p>	<p><b>NUMBER</b>  <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• Counting – larger sets and things that cannot be seen (sounds) or are moving, making amounts, counting on from a given number</li> <li>• Subitising – to 6, including in structured arrangements and recognise doubles without counting</li> <li>• Composition – '5 and a bit' (use fingers), identify missing parts of 5, 5 and not 5,</li> <li>• Composition - of 10, 5 and 5 makes 10, match numerals to quantities, solve problems involving composition of 10, pairs of numbers that make 10, identify missing part of 10.</li> <li>• Comparison – linked to ordinality, count back from 5 to 1, identify and position numbers on a number track</li> </ul>

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	<ul style="list-style-type: none"><li>• Play track games</li></ul> <p><b>NUMERICAL PATTERNS</b></p> <ul style="list-style-type: none"><li>• Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.</li><li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li><li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li><li>• To select and rotate shapes, using positional language to describe them and combine them to make new shapes.</li></ul>
<b>The World</b>	<p><b>PEOPLE AND COMMUNITIES: (RE)</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"><li>• That there are times and places when they feel that they belong or are special? – family, friendships, school, class.</li><li>• That we are all unique and valuable. Unique means different.</li><li>• That there are times in religion that they belong (Playgroups at Church; Sunday School; baptism).</li><li>• That we can learn about religions by observing different special occasions.</li><li>• That sometimes you are made to feel special e.g., baptism is a special occasion for Christians</li><li>• That Christians believe that children are special (Mark 10 – the children want to see Jesus).</li><li>• How children are welcomed into a religion – the whispering of the Shahadah and cutting of the hair; baptismal candle.</li></ul> <p><b>THE NATURAL WORLD</b> (SCIENCE LINK)</p> <ul style="list-style-type: none"><li>• That a life cycle is the different stages of life for a living thing.</li><li>• To observe changes to plants and animals such as tadpoles/butterfly and explain why those changes occur</li><li>• To record changes to plants and animals over a period of time.</li><li>• To name the parts of a flower – roots, stem, leaves and flower.</li></ul> <p>(GEOGRAPHYLINK)</p> <ul style="list-style-type: none"><li>• To describe the environment in terms of the natural world such as there is lots of grass, flowers, meadow or there are roads, buildings and cars.</li><li>• That a natural environment has happened on its own and has not been made by humans</li><li>• That in a forest they will find trees, bushes, grass, mud, insects, undergrowth and plants growing</li><li>• That on a beach they will find sand, pebbles, shells, fish, seaweed and water.</li><li>• To compare a beach and forest by using comparative sentences such as 'In the forest, trees grow but on the beach, they do not have trees.' 'On a beach, I will find water (sea) but not in a forest.' 'They are similar as they are natural environments.'</li></ul>

(COMPUTING LINK)

**Data Handling**

- That a pictogram is a way of showing information
- The concept of a branching pictogram
- That objects can be sorted and categorized
- To read a simple pictogram

**Online Safety**

- Screen time is when we look at an electronic device like an ipad, computer, laptop, phone or television.
- Screen time can be fun but it can also be harmful too. Too much screen time can give us headaches, affect our eye sight and stop us playing with our friends.
- That screen time should be no more than 60 minutes a day and when we use devices we remember our Online Safety rules (from term 3)
- 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**

**Coronation Focus**

**Pupils Learn:**

- That a monarchy is a system which has a monarch. The monarch is the ruler.
- The Royal family is the monarchy in the UK and King Charles is the monarch.
- That in the past we have had many Kings and Queens in particular Henry VIII, Elizabeth II and now Charles III
- Henry VIII was a famous King who reigned a long time ago. He had 6 wives whilst his was King.
- That the coronation is when King Charles III will be crowned the King.

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<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 cut, join and fold different materials. They will explore ways to attach using glue and pins.</li><li>• To convey in pictures and words how they will create their moving minibeast. (Design)</li><li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Use a range of small tools, including scissors and paintbrushes.</li><li>• That observational art is when you draw or paint what you can see, as it looks.</li><li>• To identify colours, shapes, and patterns of flowers and leaves in the outdoor environment.</li><li>• That art is a way to express your feelings or thoughts.</li><li>• That art can help you portray things both real and not real, such as drawing a dog versus drawing the emotion 'scared'.</li></ul> <p><b>BEING IMAGINATIVE AND EXPRESSIVE</b></p> <ul style="list-style-type: none"><li>• That improvise means to invent/create music that has never been heard before.</li><li>• To begin to improvise independently based on a learned theme such as pirates or growing.</li><li>• To improvise own lyrics around the cuckoo interval. The cuckoo interval is where cuckoos change their call from Spring into Summer.</li><li>• To walk and sing to a steady beat.</li><li>• Begin to use call and response improvisations with peers.</li><li>• To initiate movements to express ideas of lifecycles of plants.</li></ul>
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