


Medium Term Plan  
EYFS – Term 1 – 2025/2026  
Journeys

	<p><b><u>Term 1 – Journeys</u></b></p>
<p><b>Communication and Language</b></p>	<p><b><u>Focus texts</u></b> We're Going on a Bear Hunt Whatever Next</p> <p><b>LISTENING, ATTENTION AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• To listen to others in a small group.</li> <li>• To listen to short stories with increasing recall.</li> <li>• To understand the use of objects – using what.</li> <li>• To follow simple instructions, related to their new routine</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• To talk about things that are important to them.</li> <li>• To start a conversation with an adult or friend.</li> <li>• To enjoy joining in with moving, dancing and ring games.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>SELF REGULATION - 'Relationships' (PSHE)</b></p> <ul style="list-style-type: none"> <li>• How to listen to other people and play and work cooperatively.</li> <li>• The importance of being polite and courteous.</li> <li>• 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.</li> <li>• To understand their own thoughts on friendship and that friendships should make them feel happy.</li> <li>• To be more able to recognise the impact their choices and behaviours/actions have on others.</li> </ul> <p><b>MANAGES SELF</b></p> <ul style="list-style-type: none"> <li>• To dress with help. For example, open fronted coat, pull trousers up and down independently. Take jumper on and off.</li> <li>• To show understanding of how to transport and store equipment safely, organising themselves and their peers as they do so.</li> <li>• To know our rules for learning.</li> </ul> <p><b>BUILDING RELATIONSHIPS - 'Relationships' (PSHE)</b></p> <ul style="list-style-type: none"> <li>• To seek out companionship with adults and other children, sharing experiences and play ideas.</li> <li>• To recognise the importance of saying sorry and forgiving their friends if they have a disagreement or a falling out</li> </ul>
<p><b>Physical Education</b></p>	<p><b>GROSS MOTOR SKILLS</b> Introduction to PE: Unit 1</p> <ul style="list-style-type: none"> <li>• To move safely and sensibly in a space with consideration of others.</li> <li>• To develop moving safely and stopping with control.</li> <li>• To use equipment safely and responsibly.</li> <li>• To use different travelling actions whilst following a path.</li> <li>• To work with others co-operatively and play as a group.</li> <li>• To follow, copy and lead a partner.</li> </ul> <p>Fundamentals: Unit 1</p> <ul style="list-style-type: none"> <li>• To develop balancing whilst stationary and on the move.</li> <li>• To develop running and stopping.</li> <li>• To develop changing direction.</li> <li>• To develop jumping and landing.</li> <li>• To develop hopping and landing with control.</li> </ul>

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	<ul style="list-style-type: none"> <li>To explore different ways to travel.</li> </ul> <p><b>FINE MOTOR SKILLS</b></p> <ul style="list-style-type: none"> <li>To start to hold a pencil with a tripod grip.</li> <li>To develop their pincer grip or activities such as threading and constructing.</li> <li>To use scissors to make changes to materials.</li> <li>To use scissors with increasing control to be able to make snips and cuts.</li> </ul>
<p><b>Literacy</b></p>	<p><b>COMPREHENSION</b> <b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>Familiarity with books, stories &amp; rhymes: We're Going on a Bear Hunt, Whatever Next, Look Up by Nathan Bryon, Story Songs x 6</li> <li>To listen to and join in with stories and poems, when reading one-to one and in small groups.</li> <li>To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>Structure/plot: Simple sequencing of a story.</li> <li>Questioning the text: Raising simple questions like 'What if...?' 'What do you think?'</li> </ul> <p><b>Reading as a habit:</b></p> <ul style="list-style-type: none"> <li>To discuss likes and dislikes about the stories, giving simple justifications</li> </ul> <p><b>WORD READING</b> <b>Decoding - Fluency &amp; Word Reading:</b></p> <ul style="list-style-type: none"> <li>To hear and say the initial sound in words.</li> <li>To segment the sounds in three-phoneme words and blend them together.</li> <li>To begin to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs.</li> <li>To use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Phase 2 GPCs: s a t p i n m d g o c k ck e u r h b f l (Ph3) j v w x</li> <li>Common Exception Words: the to I is</li> <li>To recognise familiar words and signs such as their own name, advertising logos and screen icons.</li> </ul> <p><b>WRITING</b> <b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Drawing of simple story patterns using s-shape story map pattern, including simple drawn innovations on class story and own stories.</li> <li>To write some initial sound letters from stories learned and invented and apply these to maps:</li> <li>Phase 2 GPCs: s a t p i n m d g o c k ck e u r h b f l (Ph3) j v w x</li> <li>Common Exception Words: the to I is</li> <li>To ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves.</li> <li>To include mark making and early writing in their play.</li> <li>To imitate adults' writing by making continuous lines of shapes and symbols.</li> <li>To attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Full oral composition of simple repetitive stories including typical story language features from the below:</li> <li>Once upon a time there was a... who... So,...; Now...</li> </ul>

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	<ul style="list-style-type: none"> <li>• Simple innovation of repetitive spoken stories through changing some items needed for journey.</li> <li>• Story invention sessions to use basic 5 part structure to teach concept of characters, settings, and basic language patterns.</li> </ul>
<p><b>Mathematics</b></p>	<p><b>NUMBER</b></p> <ul style="list-style-type: none"> <li>• To develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</li> <li>• To identify when a set can be subitised and when counting is needed.</li> <li>• To represent quantities on their fingers in different ways.</li> <li>• To represent a given number on their fingers without looking.</li> <li>• To identify sub-groups of 1, 2 and 3 within larger arrangements.</li> <li>• To count objects, actions and sounds.</li> <li>• To link the number symbol (numeral) with its cardinal number value.</li> <li>• To see that the last number in the count tells us 'how many altogether'.</li> <li>• To hear and join in with the counting sequence to 5, including using songs and rhymes.</li> <li>• To record the results of their count.</li> </ul> <p>To count each object, action or sound once and only once. To understand the make it, draw it, write it approach.</p> <p><b>NUMERICAL PATTERNS</b></p> <ul style="list-style-type: none"> <li>• To understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• To make and describe spatial patterns with 3 dots.</li> <li>• To explore the composition of numbers to 10.</li> <li>• To compare two small groups of up to five objects, saying when there are the same number of objects in each group.</li> <li>• To compare quantities using language: 'more than', 'fewer than'.</li> <li>• To identify when a small collection is rearranged or the quantity changed.</li> <li>• To talk about and identify the patterns around them.</li> <li>• To use positional language to describe patterns of 4.</li> <li>• To make patterns showing 4.</li> </ul>
<p><b>The World</b></p>	<p><b>PEOPLE AND COMMUNITIES - 'Which stories are special and why?' (RE)</b></p> <ul style="list-style-type: none"> <li>• That there are different religions e.g. Christianity and Islam.</li> <li>• That some books are sacred to different religions.</li> <li>• That there is a special book for Christians (Bible) and a special book for Muslims (Qur'an)</li> <li>• That there are similarities and differences between different religious artefacts e.g. Bible and the Qur'an.</li> <li>• That a bible and the Qur'an teach us about God.</li> <li>• About when Muhammad was first given the Qur'an (Muhammad and the night of power).</li> <li>• Bible stories that show how we can all change our ways e.g. Jesus and the story of (Zacchaeus, Luke 19).</li> <li>• That some stories have a meaning to Christians and Muslims.</li> </ul> <p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>• To talk about why things happen and how things work.</li> <li>• To use observation to begin to explore natural materials in the indoor and outdoor learning environment.</li> <li>• To explore and talk about different forces they can feel.</li> <li>• To talk about the differences between materials and changes they notice.</li> <li>• To be able to say how a car moves (uses it wheels) (how things work and why things happen)</li> </ul>

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	<p><b>PAST AND PRESENT</b></p> <ul style="list-style-type: none"><li>• To recall something in the immediate past, using the phrases – ‘Yesterday I...’ ‘This morning I...’ ‘At the weekend I...’</li><li>• That history refers to something that happened in the past.</li><li>• The names of different types of transport. E.g. cars, buses.</li><li>• That people in the past did not have the same transport that we have today.</li><li>• Before we had cars, people would use horse drawn carriages and before aeroplanes, people would travel by boat which would take a long time.</li><li>• That different transport moves in different ways. Such as boats floating, planes flying etc.</li><li>• That cars have changed from the past such as they are now electric and faster.</li></ul> <p><b>COMPUTING</b> <b>Computing Systems and Networks - Using a Computer</b></p> <ul style="list-style-type: none"><li>• To recognise and identify familiar letters and numbers on a keyboard.</li><li>• Basic mouse skills such as moving and clicking</li><li>• To use a simple paint tool to create digital art.</li><li>• To log in and out with adult support.</li><li>• To identify a computer keyboard.</li></ul>
<p><b>Expressive Arts and Design</b></p>	<p><b>CREATING WITH MATERIALS</b></p> <ul style="list-style-type: none"><li>• To explore and learn how sounds and movements can be changed.</li><li>• To explore and learn how <b>sounds</b> and <b>movements</b> can be changed.</li><li>• To experiment with <b>colour</b> and <b>texture</b>.</li><li>• To model using clay and playdough using <b>rolling, cutting, and joining</b> techniques.</li></ul> <p><b>BEING EXPRESSIVE AND IMAGINATIVE</b></p> <ul style="list-style-type: none"><li>• To engage in imaginative play based on own ideas or first-hand or peer <b>experiences</b>.</li><li>• To use available resources to <b>create props</b> or creates <b>imaginary</b> ones to support play</li><li>• To sing familiar songs.</li></ul>