

Pips Class Topic Web: EYFS Medium Term Planning TERM 4 Spring 2024

EYFS Framework – 3 Prime Areas of Learning and 4 specific areas underpinned by four key themes: A unique child; Positive Relationships; Enabling Environments; Learning and Development
 Encompassing the characteristics of effective learning: - playing and exploring, active learning, creative and critical thinking
 Through our school values we show kindness, respect, aspiration, perseverance, forgiveness and work together.

Prime Area: Personal, Social & Emotional Development

- Understand and respect others who may not agree with you:
- Take account of one another's ideas about how to organise an activity eg role-play or a focused learning task
- Develop self-awareness of their own feelings in different scenarios and show sensitivity to the needs and feelings of others
- Select own resources needed for a given activity and know how to seek support from a variety of sources, if needed
- Improve understanding of each of the school values. Contributing to our 'School Values Tree'

Prime Area: Physical Development

- Improve control and co-ordination in large and small movements through 'Dough Disco' movement programme and Continuous Provision (travelling, climbing, ball skills)
- Continue to improve pencil control, leading to more detailed drawings and correct letter formation
- Handle equipment and tools more effectively in all contexts eg scissors and cutlery
- Using construction to create dragon traps
- Practise daily strategies to support our mental and physical health.
- PE: Develop speed, agility, travel: How can we use agility to improve our physical performance?
- Dance: Why is cooperation such an important skill in

Prime Area: Communication & Language

- Listen to topic themed stories, accurately anticipating key events
- Explore information texts about 'Around our World' and 'Caring for the environment'
- Begin to show awareness of listeners' needs and give their attention to what others say, responding appropriately while engaged in another activity
- Respond to what they hear with relevant comments and/or questions, explaining their thoughts and opinions
- Answer 'how' and 'why' questions in response to stories, events and guessing games (eg What animal am I?)
- Follow instructions involving several ideas or actions; give similar instructions to others
- Communicate effectively in role-play scenarios
- Working with Others:- taking turns talking, asking questions and expressing ideas

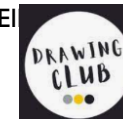
Literacy: Key Text:

How to catch a dragon by Adam Wallace Handa's Surprise by Eileene Browne

- Read and understand sentences using phonic knowledge to decode regular words
- Demonstrate understanding when talking with others about what they have read
- Write simple sentences, which can be read by themselves and others: create a fact file about their favourite animal/re-tell a familiar story
- Use key features of narrative and non-fiction in their own writing
- Use and understand new vocabulary introduced through fiction and non-fiction texts
- Begin to spell phonetically regular words of more than one syllable as well as many irregular but high frequency words



- The adventure of books: How to catch a dragon by Adam Wallace
- The adventure of tales: Little Red Hen
- The adventure of the past: Jimbo and the Jet Set. Jimbo down under
- The adventure of books: Handa's Surprise by El Browne
- The adventure of tales: Chicken Licken
- The adventure of the past: Bananaman



Understanding the World

- Continue to observe the features of the changing seasons within the local environment
- Identify continents and countries of the world on a map.
- Share where we come from in the world.
- Exploring how humans survive in hot and cold places.
- Investigate and compare habitats, climate and landscapes, finding out through personal experience and through books
- Recognise some similarities and differences between life in this country and life in other countries
- Participate in an Oaktree Federation 'Around the World' Day (Term 5)
- RE: Salvation: Thinking about why Christians put a cross in the Easter Garden.
- British Science Week 8th – 17th March:
 - Sneaky Shadows
 - Let's Make a Sand timer
 - Let's Explore the Outdoors
 - Changing Apples
 - Does Time Change Our plans?
 - Printing with Time and Light
 - See and Eat: Grow a Beanstalk

Mathematics: Number and Numerical Patterns

- Combine numbers/small sets of objects, to find totals
- Explore the composition of numbers 9 and 10 and then practise quick recall of these facts eg 5+5, 6+4
- Make pairs, recognising the pattern of counting in 2's and that of odd and even numbers
- Identify and apply what we know about the pattern of number, to count to 20 and beyond
- Explore aspects of time:- days of the week, months of the year, and small units of time eg how many laps of the playground can you run in one minute?
- Compare length and height in practical situations eg building the tallest/shortest tower
- Find out about the properties of 3D shapes

Expressive Arts & Design

- Explore the 'Around the World' theme through role-play and small world characters/setting: Creating an Airport
- Create a healthy snack which looks appealing and includes a range of different fruit (D.T.)
- Communicate meaning to others through representational drawing
- Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function:- Creating their own globe/World Maps
- Talk about features of their own and others work, recognising the differences between them and the strengths of others